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NATIONAL PARENT-TEACHER

THE P.T.A. MAGAZINE



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OFFICIAL MAGAZINE OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS



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OF THE

NATIONAL CONGRESS OF PARENTS AND TEACHERS

- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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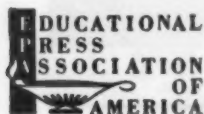
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Last August, for the fourth consecutive year, a three-week workshop in parent-teacher leadership was conducted cooperatively by the National Congress of Parents and Teachers and Northwestern University. This year's program was under the direction of E. T. McSwain. Among the forty administrators, teachers, and parents enrolled in the 1949 workshop were sixteen prominent educators, each from a different state, to whom the National Congress had awarded full scholarships for the course. Contagious good humor and alert responsiveness were characteristic of the workshop group, as may be seen from the above photograph of an informal discussion meeting.

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MEMBERSHIP PROCLAMATION

THE National Congress of Parents and Teachers has reached a new and significant level of achievement. Our membership has shown an impressive increase. The ideals of freedom, justice, and equality for all children are nearer fulfillment today than ever before, and not only America but the world at large has acknowledged the role we have played and may be expected to play in their approaching realization. Standards of home and family life, of mental and physical health, of education, and of spiritual training have been raised by patient and purposeful P.T.A. work in communities everywhere. There is better understanding of our aims and a more wholehearted sympathy on all sides than could be observed a few short years ago.

Understanding has deepened within our ranks as well—deepened and broadened both, as we recognize that the problems of today are not those of the past. Our policies mean more to us now because we see them more clearly. For example, there is not the same tendency today to confuse the National Congress' nonpartisan policy with a policy of political indifference or inertia. In being nonpartisan we are not ignoring our civic obligations. Partisanship and political action differ widely. Our duty is not to ignore political action but to further what parts of it aid our children's welfare and to combat with equal vigor any legislation or any official action which threatens that welfare. Such endeavors need no partisanship.

Today there is a keener perception of the relationship between the general educational purposes of the National Congress and the specific policy of noninterference in the administration of the schools. The one does not contradict the other. On the contrary, the policy of noninterference strengthens our educational program by emphasizing the importance of cooperation between parent-teacher associations and school authorities. When we take action to improve conditions for the school and for the teacher we are not interfering with the rightful prerogatives either of the qualified teaching staff or of the responsible administrative officials; we are but discharging our responsibilities as good parents and good citizens. We may also call attention to the noncommercial policy of the National Congress, a policy that has long enabled us to maintain our integrity. Favoring no special-interest group, we remain free to pursue our chosen objectives with single-minded honesty and vigor.

Recognition of other issues is clearer now, too. Physically sound and mentally healthy children are not bred and reared in unwholesome surroundings; therefore we bend our energies to obtain good housing. Education is not dispensed without financial resources; accordingly we do our part in working for federal aid. Spiritual strength and emotional security cannot be applied to our children from the outside; so we work from within—through parent education, home and school cooperation, consultation and cooperation with the clergy, and the force of good example.

Our increase in membership is most gratifying, representing as it does the reward of honest and untiring effort. But our self-congratulations, though justified, must be brief. All-important tasks still lie before us. To perform them effectively, we need more members still. Parent-teacher work cannot reach its highest peak of accomplishment until all parents and all teachers have been drawn within the sphere of its active influence.

Now, therefore, I, Anna H. Hayes, president of the National Congress of Parents and Teachers, do hereby designate the month of October as membership enrollment month, and I call upon the united strength of our thousands of local units and our dozens of state congresses to join in an unprecedented endeavor toward a solid further increase in our working power. The time is right, for the tide of public opinion in our favor is high. In the strength of our current theme, "The Citizen Child—His Destiny, a Free World," let us summon all our enthusiastic energy to the fore. To this proclamation, in faith and confidence that we shall do so, I have set my hand and the seal of the National Congress of Parents and Teachers.



President, National Congress of Parents and Teachers

Bashful or Bold?



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THE bashful or the bold child is one who feels inadequate to meet his world as he finds it. The shy child lives in his shell, insulated from fears and resentment as well as from risks of failure to measure up to the expectations of his loved ones and the demands of his taskmasters. The aggressive child strikes out against feared conditions, punishes real or fancied injustices, shows by extravagant behavior his disdain for the expectations and demands of other people. Both children are responding inadequately, unproductively, hopelessly to circumstances that require alert and thoughtful adjustment. Each is extending and solidifying an inadequate personality—act by act, feeling by feeling, day by day.

What do you see when you see a child? An angel, an imp, a piece of clay to be molded, a pet, a subject, a possession, a dress-up doll, or a human being? What you see makes all the difference—to the world, to the child, and to you.

The world at present is very ill. Many thinking persons despair of our ability to save ourselves. The world, they say, has gone too far down the road of selfishness; the problems are too vast for man's limited intelligence. But the problems that vex mankind are *human* problems. All of them result from the failure of people to understand and get along with some other people. They result from our inability to live by positive moral principles and employ intelligent compromise rather than force and violence in resolving our inevitable frictions and conflicts.

The essential business of this generation is to rear a new generation of morally and intellectually mature persons. And one of the first essentials to the accomplishment of this important task is rich, challenging, wholesome living for every child. In an interdependent world, altruism and cooperation are prerequisites for individual freedom, and they must be realized as such.

Some Facts About Human Nature

LET us consider certain basic axioms of human development and adjustment that will serve as guides to us as adult counselors in the lives of "intermediate" school-age children. First of all, it is not natural to be humane; all distinctively humane characteristics are learned. However a child behaves, he has *learned* to behave that way.

Second, the core of experience is feeling. Feeling cannot be demanded or consciously sought. The most important single ability of the adult

This is the second article in the elementary school series of the "Freedom To Grow" study courses.

HOWARD A. LANE

who would guide a child is discernment of that child's inner feelings. For obviously one cannot learn another's feelings by direct inquiry.

Again, human beings are social creatures. Humane qualities do not develop in them without human association. The child assumes the language, tools, preferences, morals, and values of the group in which he lives and grows.

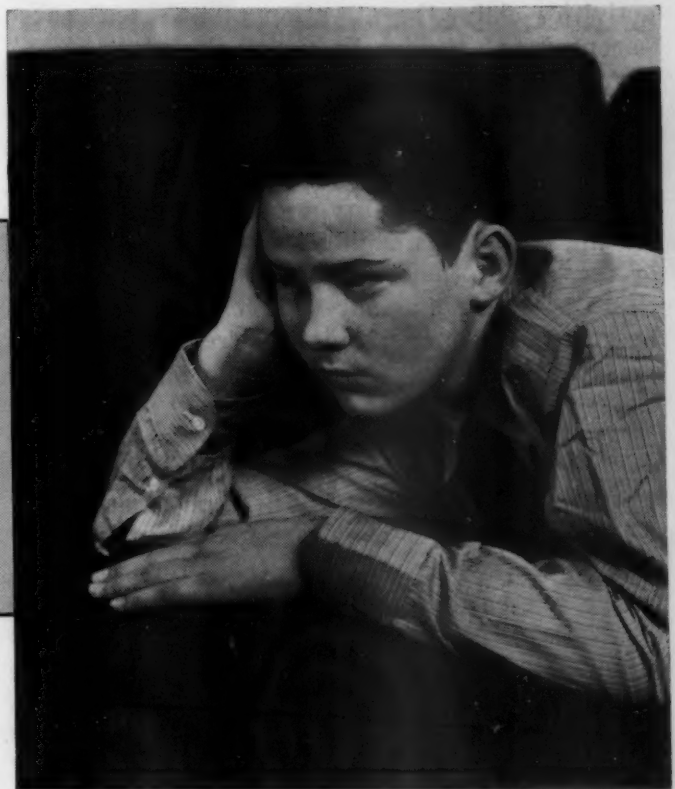
We all of us live for gratification. Feelings, not intellect, determine our actions. Intelligence is the servant, not the master, of our emotional strivings. The function of intelligence is to make our satisfactions more certain, more enduring, more widespread, and more creative. Yet man's one uniquely human capacity is his ability to base his

THE child of intermediate age is often a problem, even when he is not a problem child. Either he is shy and shrinks from the ordeals and experiences of everyday life, or his inclination is toward aggressiveness—toward forcing things to be as he thinks he would like them. A deliberate balance must be achieved and maintained—a task for which the basic principles of guidance are here set down.

actions on thinking: to aspire, to plan, to think freely, to resist the imposition of an outside force. Even a newborn infant resists pressure upon the sole of his foot; among his first spoken words will be "No!" Later he will prefer buttoning his own coat crookedly to having someone else button it straight, and by the time he reaches the "middle years" of childhood, the intermediate age, he will insist on being captain of his soul.

Abundant evidence indicates that every child follows his own built-in pattern of growth. His body and behavior unfold according to inborn forces of growth and change. Variations in the rate of development from child to child and from one quality to another in an individual are normal. Unfortunately we have attached a certain virtue to the rapid maturing of behavior—such behavior as talking, reading, comprehending abstract mathematics, gracious manners. And we regret and deplore the slow growth of these abilities. There is, however, little reason to believe that early walkers are likely to become ballet artists.

ACCORDING to adult standards the in-between child is disorderly. Few youngsters of this age keep their rooms neat. They do not pick up their clothes when they are told. They leave papers, tools, playthings, toothbrushes where they last used them. They are disdainful of adult notions of order and propriety. The grownups who live with them, contemplating in dismay the utter confusion of the future household—or world—to be inhabited by these children, usually seek to force premature change by stern demands and regimentation. This treatment is as unwise and hopeless as it would be to clip a tadpole's tail to hasten his



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becoming a frog. Of one thing we can be sure in this life: Behavior changes, if we let it change. But determined opposition to a phase of growth is a most effective means of prolonging that phase and often of stamping it firmly into the child's personality.

By what means can we gain an adequate understanding of in-between children so that they will be accepted for what they are by neighbors, schools, and communities? They are no longer "cute" or winsome. They can do little that adults want done. They have rejected adults as essential to their living and are in turn rejected by them. The noise and vigor of their play are bothersome, often destructive of property and other conditions valued by their elders.

In most well-regulated communities it is, in fact, illegal to be a child. Childish behavior is contrary to the rules of the traditional school. Where are these children to find space and time and freedom for respectable ganging, for yelling, chasing, digging, climbing, jumping, building, throwing—for all the pursuits that have occupied children of this age since Noah had little boys?

How are we to strike a balance between providing adequate childlike living for these boys and girls and the overmanagement that is the lot of too many youngsters in an ever increasing number of communities? Surveys indicate that such children have scarcely any time free from adult supervision. Scouting, music lessons, weekday religious instruction, dancing school, and similar activities claim the attention of children whose parents want to give them "all the advantages."

Add to these the insistent demands of cleverly conceived movies, radio, television, and comic books, and you have more than a daily dayful of imposed activity and thinking for the child. The mind and the personality must be generated from within, but modern children have hardly any time or occasion to generate their thoughts or activities. In such circumstances it is essential that they be given more opportunity for freedom of enterprise and contemplation in school.

Let's Play Fair with Children

BUT speaking of school, is it good strategy for those of us who are concerned about our children to be passing messages (*i. e.*, report cards) to one another behind our children's backs? One of the more blighting conditions of childhood is a youngster's realization of the injustice of having adults treat him as he dare not treat them. And who among us would welcome systematic "evaluation" by our sons and daughters? Certainly in the light of modern knowledge and ethics, schools should drop the practice of periodic faultfinding and tattling.

Then again, is the big school so much more efficient that we can forego the obvious advantages and the peacefulness of a smaller one? It appears that human friction and conflict tend to vary with the square of the number of persons involved. The regimentation and regulation necessary to the conduct of a big school are not good for persons of any age. They are definitely detrimental to intermediate children, who insist upon being on their own and are not mature enough to accept meaningless restrictions. Why not limit our elementary schools to two or three hundred pupils at most? Or, having numerous large schools, why not creatively devise plans for using them in such a way as to alleviate the evils of bigness? Surely we must

not make normal child behavior a sin—or make virtues of fear and low vitality.

How can we give our children the privacy they need? Small homes, lack of land, crowded schools, and increased professional supervision make privacy very rare nowadays. This despite the fact that our Bill of Rights is essentially a declaration of the individual's right to have a place for his own "stuff" and his own person, free from curious eyes and from intrusion. This right seems peculiarly important to the intermediate child. He is not rejecting his family when he begins to lock the bathroom and hang "Do not disturb" signs on his bedroom door. Nor is he being incorrigible when he resents inspection of his desk and locker and when he burns with indignation at tampering with his infrequent mail.

How can homes, neighborhoods, and schools find worth-while work for these small fry? Modern dwellings lack the barnyards and woodpiles that helped many contemporary adults build responsible character. To do something that is needed and appreciated by other people is essential to the maturing personality. The one condition that is more demoralizing than being a "kept" person is being required to do work that does not need to be done. Doing unnecessary homework assigned by the teacher as a matter of routine, or cleaning the garage daily because Father cleaned the stable when he was a boy—such activities undermine character because they are done merely to satisfy a command. School and neighborhood must devise occasions for children to render genuinely essential services.

Youth, say the elders of today as always, is irresponsible, brash, disorderly. Yes, they need more discipline, but discipline is not achieved by threats and by reprisals designed to induce fear. Discipline is best served by gaining disciples. The good disciplinarian is one whose relations with children are so challenging, so just, and so productive that he wins respect and emulation.

Bashful! Bold! These are but signs of inadequacy in the life of the child. We are learning to view both bashfulness and boldness not as willful faults or as permanent defects of personality but as cues for action. And that action must be directed toward helping the youngster find his way to adjustment in terms of his individual temperament—toward seeing in his inadequacies a measure of our failure to provide for his well-rounded development.

Meanwhile let us not feel unduly guilty about our children's normal deviations from the norm. What would our world be like today if Thomas Edison had loved to mingle with people or George Washington had shunned them?

See outline, questions, and reading references on page 34.



© Robert Overstreet

FRANCES
L. ILG, M.D.

THERE'S mystery and miracle in growth—anywhere one finds it, any time. It's never fully explained, always something to marvel at. And the more we know about it, the deeper grows the wonder. Such knowledge, however, is indispensable for parents who hope to guide their children into the fullness of maturity.

HOW GENES DETERMINE GROWTH

A FEW decades or more ago all answers to questions about the human organism were weighted on the side of inheritance. The genes—those tiny structures that transmit inherited traits from parents to child—were believed responsible for almost everything. They were supposed to determine not only the color of the eyes, skin, and hair but also a person's thought processes, his ability to get on with people, even his political views. And these same genes were sure to get the blame if someone belonged to the "wrong" political party, didn't get on well with certain people, and thought quite differently from the rest of his social group. It was comforting to have this theory as a screen behind which to conceal our inadequate thinking and knowledge.

When a pendulum swings too far, it must make an equally wide swing in the other direction, in order to restore balance and eventual equilibrium. This was what happened when people's attention shifted from the influence of heredity to the influence of environment.

The genes were forgotten, even though much of their work was fairly obvious. In popular attempts at scientific thought the mind was now regarded as a clean-washed slate upon which the environment and the environment alone could write its lesson. Anything could be done to the human organism—mind or body. And if the results were different from what had been expected, then something in the environment must be to blame.

Today we are trying to see the growth of the human being in a truer, wider perspective. We know that there is no single causal answer to any question about why people's minds and bodies behave as they do. All forces of influence, with their relative values, must be considered. Such forces include (1) those that tend to be determined by the genes (producing innate or internal factors) and (2) those that tend to be determined by the environment (producing external factors). And even after considering all these forces, internal and external, we may still fail to give each factor its correct value.

This is the second article in the preschool series of the "Freedom To Grow" study courses.

Forces That Work from Within

PERHAPS the commonest error people make with regard to the internal forces is to interpret them too rigidly. For example, parents often try to relate each one of a child's traits to a comparable trait in themselves, their own parents, or their more distant forebears. ("He has his grandfather's temper and his mother's blonde hair.") It is true that a child's eyes may be blue like his father's, because the color of eyes is gene-determined and not susceptible to much environmental effect. But the way his eyes function and the thoughts that govern their functioning—these may be quite different, because they are determined to a greater extent by a growth process.

Now, to be sure, this growth process is a combination of both internal and external forces. How this combination works is something we need to learn more about. Especially do we need to find out which elements in it are basic and universal to all human beings and which elements are unique in a given individual.

Hence when we compare a child with his parents or his grandparents we are indicating certain possibilities of relationship about which much more needs to be discovered. Such superficial comparisons, then, will profit us little at this time. Far better for us to consider each child as a person in his own right.

Let us therefore compare the child with himself instead of with his ancestors. Let us find out what is his basic structure, which is probably determined more by his genes than by any other factor. Let us see how this basic structure expresses itself as the child grows from one age level to the next. Then let us compare the way this child expresses his basic structure with the way children of the same age in the same culture and socio-economic group usually express theirs.

Thus we can determine which characteristics tend to be special to one child and which are fairly common among all children in a similar environment. Both kinds—the specific and the general—are gene-determined, but both are seriously influenced by the environment. Even when a child inherits a talent that indicates a strong gene-foundation, the environment in which he lives will determine, in part, his final use of that talent.

Now let us go a little further into

detail. Consider the newborn infant who raises up his head shortly after birth. That infant is expressing a growth-result of what was started by a gene or genes at the time of his conception. This raising of the head may be related to a gene factor that determines rapid growth, or it may be related to some specific gene factor that determines motor ability. And either of these factors may have been affected by the mother's state of health and nutrition during pregnancy.

We must realize, too, that sometimes the infant may not show his total basic self in the early stages of his development. Maybe it will not express itself fully until later on. Thus a child whose motor development has been relatively poor during his first two years will spurt ahead at two or four years of age. Or the passively "good" baby may burst into unusual activity at from eighteen months to two years of age, often behaving in a surprisingly unmanageable way that appears just the opposite of "good."

Each in His Separate Star

LET us now think less of beginnings and more of what the child's own organism has to tell us



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as he grows. From this we can gradually learn the laws of development, which are in part the result of what the genes themselves started. Most parents know something about physical growth. They do not expect a child to walk before he is a year old and are not too deeply disturbed if he does not walk until he is two. But if a boy cannot swim or play ball before the age of seven or eight, his father may begin to worry. And if the boy refuses to play football at the age of ten, though he is receiving honors in his schoolwork, then life is truly dark for that lad.

Here we need to pause and seriously think about what this particular child really is—in other words, how his genes have expressed themselves. Let him have some experience with football when he is ready to take it, but let his parents realize that even this will not come if he is forced into a way of life which he cannot accept and in which he cannot achieve.

When certain patterns of behavior repeat themselves at different ages and under similar circumstances, we can view them as the child's adaptations to his own growth. One youngster may, for example, have what are called "transitional" difficulties. These may appear when he meets new people, goes to new places, is separated from his parents, or simply enters upon a new and difficult growth phase. (Such a phase may occur at thirty-two weeks, fifteen months, twenty-one months, two and a half years, or three and a half years.)

If we recognize this basic repetitive pattern in the child we need no longer fight against it. Instead we give it the environmental support it needs. At first the child may require some protection against whatever stimuli he is drawing away from. Yet at the same time he needs to be given a good start to help him work out, in his mind, a final adaptation—though this may not appear for months or even years.

As we supply the necessary guidance through a difficult period, we need always to keep in mind that a person's greatest liability may also be his greatest asset. The child who is fearful about making transitions may well be a child with an unusually penetrating awareness.

Another youngster may be just the opposite type. He may jump into new situations impulsively, head first, and get into trouble because he acts before he thinks. He too should be helped—to

learn to see consequences, to know that his actions will be better controlled if he thinks first. He may even need to be cautioned that much of what he learns will probably come from bitter experience. Yet in this child also we may find a paradox. What seems to be his strongest liability may well become a valuable asset. Though his speed of action may be to his detriment, still this same speed may express itself in rapid mental growth that is beneficent. And in an emergency or a demand for bravery he may be the first to act decisively.

Adults Do Well To Listen and Learn

ONLY by knowing the basic structure of each child can we find out eventually what sort of environment he needs, what experiences he can accept. Without this knowledge we too often go back to the old way of trial and error. But how do we discover this basic structure, which is different in every child? How do we learn about its potential growth? How can we determine whether a child needs protection or stimulation at a particular stage of development?

We can learn these things from the child himself. We can get our clues from listening to him and watching him before we get ready for action. From him we can slowly come to understand the laws of growth, and this knowledge will give us support as we need it.

We can allow the child to speak out for himself from within, though it may be in as simple a situation as telling us when he is hungry and when he is satisfied. We need to help the child speak out who cannot, and we need also to help the child inhibit himself who speaks out too often and too strongly.

It is the genes that may well determine which child has the greater drive to express his inner needs and which one has a greater drive to fit himself into his environment. But if each child is relatively free to express those inner needs, then he will also be ready—within the limits of his own growth-potentials—to adapt himself to the outer world. We may be sure, moreover, that he will have the best chance to attain his fullest growth if we have a healthy respect for him—and he in turn, incidentally, will have a healthy respect for us.

See outline, questions, and reading references on page 34.

A RED FEATHER FOR FALL

HERE in America the red feather, symbol of achievement recognized in many lands, is the distinctive badge of those who share in the great work of the Community Chest. This month the annual federated appeal gets under way in 1,250 communities. It is expected that roughly 50 per cent of all the money raised will go to help children and youth. "Everybody benefits . . . everybody gives."

Mr. Gray's Mind

SLIPS A COG

IT WAS a fine afternoon in the declining half of November. Color still ran riot along the four roads that angled away like four spokes of a wheel. It was close to Thanksgiving and a silken mist hung against the knobs that rose in three directions.

I wasn't at the blacksmith shop when it happened, but Jim Elkin, who was, told about it on Mr. Spalding's store porch the next Saturday afternoon. It seems that there were no mules to be shod and no plows to be sharpened at the time, so Mr. Gray brought his chair out from the shop and put it down on the hard clay in front of the door. He took his ease in the sunshine. Jim Elkin joined him, and they talked in casual fragments. There came from the schoolhouse a muffled drone of voices reciting and at intervals the muted shuffle of the scholars going forward to recite or trooping back to their seats.

"Mighty fine thing to have an education," said Mr. Gray.

"That's what I always say," said Jim Elkin.

Mr. Gray looked long at the glory of the post oak trees before he spoke again. "Never had much chance when I was little. When I see what Barkus can do I ain't sure whether it makes me feel good or bad. I reckon it's both."

"Barkus is a mighty good scholar. That's what everybody says."

"He's a fast hand at figuring, and Mr. Haynes says he hardly ever makes a mistake in grammar, but he don't make as good grades as Homer Floyd does."

"I reckon Homer's the best scholar Mr. Haynes has got."

"He's one scholar I don't begrudge beatin' Barkus. I really wouldn't say as I begrudge anybody beatin' him, but it seems sorter right for Homer to."

"They say Ernie Lowe's a right smart better in her studies than she was last year," said Jim.

But Mr. Gray's thoughts were still on Homer Floyd. "Bad luck don't ever have to ask the way to the Floyds' house. It's been there too often. Homer bein' such a good scholar sorter makes up for it."

"That's what I always say."

"Old Man Floyd lost the only hog he's got last week. It up and died on him. He thinks it got holt o' some kind o' poison. Anyhow this neighborhood's got to get him another hog. He was dependin' on that one for his meat. I'll give half a dollar."

Jim Elkin sat a moment, evidently calculating, "I reckon I could spare that much. Come to think of it, I reckon I've had a right smart amount of blessings this year."

"Bill Miller's got to give a dollar. He'll fuss around a while, but he'll give it. We'll get that hog. I'll put you down for four bits."

MR. GRAY shifted his gaze from the post oak trees to the sycamore trees in the bottom. A warm and friendly breeze blew in from Cook's Knob. "Hope this weather'll last till Thanksgiving, but even if it snows I got plenty to be thankful for."

"I always say a feller ought to be thankful for his blessings," said Jim Elkin.

"I've made a living, we all got good health, and Barkus is doin' right good in school. Anyhow that's what Mr. Haynes says."

"You'll be mighty proud of Barkus some day. I've said it a hundred times."

"I ain't a-hopin' for him to ever be a rich man or anything like that. Don't seem to me the Bible makes much fuss over a rich man."

"It ain't the riches that counts; it's the man. That's what I always say."

"What I want for Barkus is to be able to help people. That's what I always wanted more'n anything."

ALL kinds of travel have drawbacks, save only one. When we revisit Old Plum Springs, no ticket is needed and there is no packing to do. We have only to relax and read and remember; for has not each of us a Plum Springs of his own? And who has not known his own Mr. Gray, the blacksmith, who knew how to temper strict honesty with the wisdom of the serpent on occasion?

"I always say you do more good than anybody in the neighborhood."

"I don't," said Mr. Gray soberly. "It ain't that I don't want to, but I hardly ever think how to do it till it's too late. When a fellow spends most of his time a-shoein' mules his mind gits clumsy."

"You're the first one to think about buying another hog for Old Man Floyd."

"Look how long it took me," Mr. Gray counted on his fingers. "Five days. If I'd a-had an education it wouldn't've took me five minutes."

THE clatter of a horse's hoofs approached them down the pike. "Looks like Bob Stiles," said Jim. "I didn't know he went to town today."

"He went early; I saw him," said Mr. Gray.

They watched Bob Stiles as he came riding at an easy canter along the Plum Springs pike. He slowed to a stop in the space before the two men.

"Light and rest your saddle," said Mr. Gray.

"I'd shore like to, but I reckon I ain't got the time. Promised 'em at home I'd get back in time to get the turkeys up. Never did see anything with as little sense as a turkey's got."

"They are ignorant critters. Anything goin' on in town?"

"It was right quiet. Nothin' much happenin'. Say, guess who I met back down the pike apiece?"

"Daniel Boone," said Mr. Gray.

"No sir. I druther it would a-been. It was that scalawag of a deppity sheriff, Lafe Miller."

"What's Lafe Miller doin' out here?" inquired Mr. Gray.

"We elected Tobe Mayhugh sheriff, didn't we?" Bob asked in a voice charged with outrage. "The people voted for him and elected him. And what's the first thing he done? He appointed a man deppity that I'd druther have a polecat servin' instead of, any day."

"You haven't told us what he's a-doin' out here."

"Makes me so mad I can't talk plain. He's a-collectin' back taxes, that's what."

"Taxes! Who around here ain't paid his taxes yet?"

"He'd already collected from Mack Clay. More'n four dollars' fee from him, so he said, the scalawag! He was goin' up to Mit Bright's when I saw

him. Said Mit would bring him in about that much more. After that he was goin' to Old Man Floyd's. I told him Mr. Floyd couldn't pay no taxes, 'specially till he's sold his tobacker. He said if he couldn't pay the state'd sell Floyd's land, and his fee'd be bigger'n ever. What kind o' laws we got anyhow?"

"I always say," said Jim Elkin, "the law's no better than the feller we elect to enforce it."

"I reckon we'll all have to chip in and pay Old Man Floyd's taxes," said Bob. "He shore can't. Not now he can't. So I'll go in my part."



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THOUGH Mr. Gray had flinched when Bob Stiles called the name of Old Man Floyd, he wasn't surprised. Mrs. Floyd had come down with pneumonia the next day after her husband had hauled his tobacco off to market. It had been a bad case, a lot of doctor's bills and medicine, and some special things to buy. There wouldn't have been enough left to pay the taxes.

"I never wanted to black a feller's eye as much in my life, but I'm just natchelly afeard o' the law even if a polecat is a-runnin' it."

Bob rode away in a brisk canter.

"That's bad," said Mr. Gray, "but I ought to have expected it would happen. Right after Mrs. Floyd was so sick, too."

"What I always say is that trouble don't ever get lonesome. One case don't travel by itself. Remember the time Clay Isbell cut a finger off on his new mowin' machine one morning and another the same evening?"

Mr. Gray nodded. "I expect I'm goin' to say something to that deppity sheriff when he gets here, and anything I say you sorter foller it up."

"There he comes now."

Deputy Lafe Miller was ill favored in both looks and character. He owed his appointment to his facility in the performance of small but despicable deeds. A modicum of such deeds Sheriff Mayhugh considered desirable, so Deputy Miller stayed on. He handled the more delicate cases of delinquent taxes. He made arrests that would have been revolting to the better deputies. He dealt effectively with the more compliant voters at election time. According to his own talents he made himself quite useful, both to Sheriff Mayhugh and to himself.

He slowed down as he neared the two men, then thought better of it and clucked to the horse to resume speed.

"Wait a minute, Mr. Sheriff," said Mr. Gray, with overt and insincere flattery. "Isn't that horse of yours lame in his lead front foot?"

THE deputy sheriff brought his horse to a stop. Mr. Gray got up from his chair and walked ahead of the horse. He patted the left foot, then backed off and looked at it intently.

"I'm in a hurry," said Lafe Miller sourly.

"I reckon it's all right. It does look a little puffed up. Where you headin' for, Mr. Sheriff?"

"I'm bound for Old Man Floyd's. I'm a-goin' to collect back taxes or serve a notice on him. He'll find out they ain't no way to get around payin' taxes."

"Never heard of him tryin' to get around payin' anything. I guess he just hasn't had the money. But you won't get to see him this trip."

"Won't get to see him? Why not? He'd better not try to hide out on me. The law won't stand for that."

"Oh, he's not hiding out. He took his family to see his folks up around Mammoth Cave. Left yesterday. Ernest Stiles is tending his things while he is gone. You can see Ernest if you want to."

"Won't do no good to see him. You sure about Floyd bein' gone?"

"Left yesterday. Don't aim to come back till after Thanksgiving."

Deputy Sheriff Lafe Miller swore heartily, but he turned his horse and rode back. Mr. Gray and Jim Elkin looked at him until he had disappeared around the side of John Horsley's cornfield.

"You could a-knocked me over with a feather," said Jim Elkin. "I never thought you'd lie like that."

Mr. Gray gave him an inscrutable look. "Me? Lie? Why, Jim, how you talk! Don't seem right friendly to accuse an old neighbor o' lyin'."

JIM shuffled his feet. A stillness fell. The somnolence of a lingering Indian summer was upon Plum Springs, and the only sound was the subdued murmur and rattle as Mr. Haynes heard the classes in the schoolhouse across the pike.

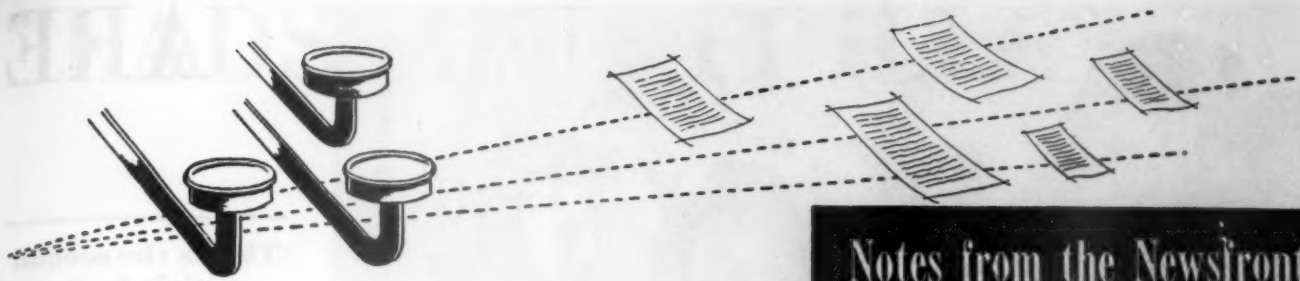
"We got us a job to do," said Mr. Gray after a long pause. "We got to raise enough money in this neighborhood to buy Old Man Floyd a hog and pay off his taxes both, and it may take us all day tomorrow to do it. I'm going to town the next day, and the first thing I do will be to see Tobe Mayhugh and pay the Floyd taxes. There's things about the sheriff that he don't know I know, but I do, and it wouldn't do him a bit o' good if I was to tell 'em. I been thinkin' about it, and I made up my mind. I'm going to tell him what I know and then I'm going to tell him what he's got to do if I'm to keep my mouth shut. One is, he's going to fire that scalawag deppity and do it quick. The other is, he's going to accept pay for Floyd's taxes and not add on a cent of penalty. Then just before Christmas he's to mail the receipt to Mr. Floyd and mark it *Paid by Santa Claus*. Yes, sir, I been thinking and that's the way it's going to be."

He mused for a moment. "I don't know how Old Man Floyd keeps soul and body together on that place of his anyhow," he observed. "Somebody corned and tobaccoed it to death before he ever saw it. You do the collecting, Jim, and he'll get his tax receipt for Christmas and we'll have his hog ready for him just as soon as he gets back from visiting his kinfolks after Thanksgiving."

Jim cleared his throat, "That's what you said before. I never heard about the Floyds a-makin' a visit."

"I did," said Mr. Gray serenely. "They're goin' to see their kinfolks next week. Did I tell Lafe Miller they was already gone? Well, I swan, Jim—my mind must a-slipped a cog." Mr. Gray shook his head, "That's what comes of not havin' an education."

The National Foundation for Infantile Paralysis urgently needs *your* contribution to replenish its epidemic fund. The address is "Polio," in care of your own post office.



Notes from the Newsfront

A Brighter Tomorrow.—That conservative research agency, the Brookings Institution, offers some dazzling prospects for America's future, barring major catastrophes. Before 2050 A.D., for example, we shall be able to spend \$90,000,000 a year on education—thirty times more than we are spending today. Expenditures for health can also rise thirty times; those for recreation thirty-three times.

Basic Bible.—After eight years of scholarly work the Bible has now been translated into Basic English and published by the Cambridge University Press in Great Britain. The task of translation was especially difficult because of the vast scope of the ideas in the Bible. In fact the original Basic English vocabulary of 850 words had to be expanded to 1,000.

Far-flung Celebration.—Not only do thirty-four states of the United States observe Columbus Day, October 12, but the date is also commemorated in Puerto Rico, several Latin American countries, and various cities in Italy and Spain.

Change of Address.—The safest person in America is a little girl who moved last year from Connecticut to New Jersey. She is somewhere between five and fourteen years old, says *Accident Facts*, yearly publication of the National Safety Council. But the poor child has no name because she is only a statistic—to show that New Jersey (overtaking Connecticut) had the lowest accident rate in the land last year and that the safest persons were girls aged from five to fourteen.

Creature Comforts.—Hospitalized children often miss their pets as much as they do their families. Many a listless youngster loses both interest and appetite because he is separated from a cherished dog, cat, or bird. Hence two hospitals in Akron, Ohio, recognizing the importance of the child's state of mind to his physical recovery, have added pets to their standard equipment. One has installed an aquarium on every floor, and the other supplies lonely patients with a canary in a cage.

Color Complexity.—Those who have read Dr. Ilg's article about genes on page 7 may not be surprised to learn that even eye-color is a complicated and unpredictable inheritance. So much so that a recent study disclosed the fact that 5 per cent of brown-eyed children were born of blue-eyed fathers and mothers.

Ten-year Trends.—The tireless research division of the N.E.A. not long ago summarized several noteworthy educational trends during the past decade. On the credit side was a steady increase in the number of junior colleges; in special school services such as school lunch,

guidance, and audio-visual services; and in kindergartens throughout the country. On the debit side was a significant curtailing of nursery schools and child-care centers.

Halloween Superstitions.—Go to a crossroads that night and listen to the wind; it will tell you all that will happen to you before next Halloween. . . . If you hear footsteps following you, do not turn around or you will die. . . . If a man hides under a blackberry bush on Halloween he will see the shadow of the girl he will marry. (From *Encyclopaedia of Superstitions* by Edwin and Mona A. Radford.)

Doctors on Call.—Fortunate newcomers to San Diego, California, have found one of their most difficult problems—that of obtaining a family physician—efficiently taken care of by the Doctors Service Bureau of that city. The San Diego County Medical Society has approved a plan whereby all new residents will be notified that the bureau stands ready to submit names of qualified physicians for families who need them.

Art for Living.—The importance of the arts—painting, sculpture, music, dance, and drama—to human happiness and a balanced life is today being discussed by experts in a score of fields. Commissioner of Education Earl J. McGrath, however, is going to do something about it. Among the topmost items on his list of Office of Education projects is that of getting schools and colleges to expand their arts programs. The first step may be an exploratory conference of educators and artists.

Worldly Goods.—Preliminary calculations of the United Nations Statistical Office have set the entire income of the world in 1948 at \$531,000,000,000. North America got 45 per cent of this total, with \$240,000,000,000; Europe (without the U.S.S.R.), 26 per cent; and the U.S.S.R., probably about 10 per cent. This left only 19 per cent for the rest of the world.

United Nations Day.—October 24 marks the fourth birthday of the United Nations, which, as Secretary-General Lie points out in his annual report, "has become the chief force that holds the world together against all the strains and stresses that are pulling it apart."

A NOTICE TO OUR SUBSCRIBERS

If the first two code figures just below your name and address on this issue of the magazine are 11-49, this means that your subscription will expire with the November *National Parent-Teacher*. We suggest that you renew it now to avoid delay in receiving the December issue. Send \$1.25 to the National Parent-Teacher, 600 South Michigan Boulevard, Chicago 5, Illinois.

ARE

This is the second article in the adolescent series of the "Freedom To Grow" study courses.

**RICHARD
BOYD
BALLOU**



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WHERE are the high schools of yesterday?" wonders many a parent as he inspects the list of strange-sounding subjects on his teen-ager's report card. In the old days all you had to do was decide whether to take the "commercial" or the "college preparatory" course, then proceed through an orderly sequence of subjects for four solid years. But now all is changed. High school is a very different and seemingly more complicated place. Why is this so—and to what end?

IN A short half century the program of the American high school has gone through a rapid and often confusing transformation. Comparing the high school of 1900 with one of today reveals a number of important differences. No longer is it possible to think of a high school education in terms of a few simple, compact fields of study. Gone is the older curriculum consisting of languages, mathematics, history, and an occasional science. Not only have a great many new studies found their way into the curriculum—social studies, language arts, basic mathematics, general science, to mention merely a few—but whole new curriculums have emerged. Many high schools are entirely devoted to courses that were unknown in 1900, such as the vocational and technical high schools and the schools of science, music, and the arts.

Because these swift and sweeping changes have tended to confuse the public, especially parents, we not infrequently hear the charge that high

schools have gone in for a lot of "fads and frills." Part of the confusion can be blamed on the schools, which have generally failed to explain what they are trying to accomplish with the newer programs. Then again some of the innovations were hardly justifiable. Secondary schools, in trying to keep up with the educational Joneses, have in some cases merely changed labels on old products. For example, some high schools with little imagination have offered courses labeled "Problems of American Democracy" that were in effect nothing more than conventional courses in American political history.

To find the real explanation for the difference between the high school of today and that of 1900 we shall have to probe deeply. For that explanation will be found in the vast changes that have come over American life during the period—and in an understanding of what the high schools are attempting to do as a result of these changes.

The small, compact secondary school of the late nineteenth century was a very specialized institution. It enrolled a very limited number of students, many of whom had the intention of going on to college. The high school of that time, therefore, existed for a small group of selected pupils with common interests and aims.

For other reasons, too, the task of the high school was easier in that period. In the relatively simple life at the turn of the century young people lived in smaller communities where they had a sense of belonging. Families were more closely knit and required of their young people

"FADS AND FRILLS"

FUNDAMENTAL?

more active participation and cooperation. Boys and girls often had the healthy experience of having to manufacture their own amusements and recreation. Very often, too, they knew the maturing effect of having to earn small sums of money, and there were genuine opportunities for them to do so. Other institutions—the church, for example—exercised an influence that has since declined. And the high school had only to teach its limited number of students the standard subjects that were thought essential to mental development.

In 1946 there were approximately twenty-eight students in high school for every one in attendance in 1890. Even by 1890, however, the secondary school enrollment was growing so rapidly that it included increasing numbers of boys and girls who would never go to college. It was then that the National Education Association appointed the famous Committee of Ten to answer this question: "What is the best education for high school students who are not going on to college?" After three years of investigation, study, and reflection, the committee concluded, "That education which best prepares for college is also the education which best prepares for life."

This is not the place to chronicle the changes that, during and after World War I, upset completely the earlier, simple patterns of American life. First dramatized by reports like those of the President's Commission on Recent Economic Trends and of the Lynds' well-known studies of "Middletown," and brought home cruelly by the depression, these changes altered entirely the role of the high school in the United States.

Throughout our history Americans have tended to expect miracles of their schools, and the last twenty-five years have been no exception. Society, somewhat overwhelmed by forces and events, has asked the high school to perform many new services: character and civic education, guidance in the selection of careers, vocational training as a substitute for earlier systems of apprenticeship. Furthermore, it has asked the high school to do all these through activity programs rather than traditional teaching methods.

A Curriculum for Human Needs

WHEN we consider, in addition to these facts, that the world is clouded with all sorts of uncertainties undreamed of half a century ago, we realize that the task facing the high school in 1949 is enormous. Basically that task is to help young people acquire a sense of their meaning in society—to see life as a whole and to take their particular place in that whole. This means that the high school has to do two things. It must give all youth some common experiences, and it must also help each individual to develop self-confi-

dence in his own special interests and capacities. In doing this, moreover, the high school must take into account certain established facts: that people learn in different ways, that learning is not a mechanical process, and that knowledge is not something which can be wrapped up in parcels, neatly and finally.

Having assumed this greatly different and more complicated role, the high school has often proceeded through trial and error. No one would deny that innovations which at one time seemed promising have turned out to be nothing more than "fads and frills." Particularly was this true of many so-called vocational and preprofessional courses where specific job training was offered too early and artificially. Then again the preoccupation of many schools with "free" activity and expression in the 1920's and early 1930's represented at times a mechanical conception of human nature and of the ways young people learn.

However, we can appreciate the positive, more constructive side of this experimentation when we recognize that the high school is seeking a



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dual end: to develop in young people a sense of community and, at the same time, a sense of each one's unique individuality. To accomplish this, the high school offers a variety of courses in the social sciences, literature, and the arts. These courses are all designed to acquaint young people with past and present cultures and give them a sense of their potentialities for creating a richer, more harmonious culture in the future.

The "history" of yesterday's school has been expanded today to include sociology, economics, political science, anthropology, and intellectual history. These are regarded not as specialized disciplines but as clues to a clearer understanding of mankind in different times and places and under different conditions. In the same way studies in mathematics and the sciences are being pursued not so much to turn students into trained mathematicians and scientists (for these there are specialized courses) as to acquaint them with the enormous importance of science to civilization. So too in other areas, particularly the arts, the aim is not to develop professional experts.

Rather it is to create in young people an appreciation of beauty and harmony in life and to develop a side of their personalities hitherto often neglected and not regarded as an essential factor in human development. American education has been particularly guilty of overemphasizing intellectual and verbal skills and failing to do justice to other sides of the human personality.

Youth's Search for Meaning

AS THE school leads young people through these common explorations it is likewise opening up avenues of special interest to individuals. Although as yet we know all too little about interests and aptitudes among boys and girls of high school age, we have found by experience that the initial sparks of lifelong ambition are often set off, in some unpredictable way, by studies that seemingly have no demonstrable appeal.

Therefore through these common studies the schools are aiming to lead students down paths that may, in school or later, kindle plans and aspirations that will give direction to their lives.

More and more high schools are in one way or another attempting to go even further, particularly during the junior and senior years. Through special studies or separate curriculums they are permitting young people to discover specific interests and dig deeply into them. The emphasis upon class reports of especial interest to individual students—on projects and on community service, for example—are a reflection of this trend. The purpose of such studies is obviously to give boys and girls the poise and con-

fidence they will need to take their place in the wider community.

Probably one of the most difficult unresolved problems of modern secondary education is that of determining the balance between common studies on the one hand and specialized, individual work on the other. Too early and too narrow specialization is unfair to the young person and unwise socially. Yet too diffuse an educational program tends to be unrealistic. Moreover, it deprives boys and girls of that important sense of congenial accomplishment which comes from using their interests and skills to carry out activities that make sense to them and are significant to their community.

Seen in this perspective, the manifold activities characteristic of the best in contemporary secondary education take on new meaning. It is necessary only to add one word of caution: American education is, historically speaking, still in the middle, not at the end, of the great transition that began in the late nineteenth century. Many trends and forces are even now having a profound impact on our schools. There are the recent upheavals in American life, and, to be sure, in the life of peoples the world over. There are the educational reforms of great philosophers and teachers like William James, John Dewey, W. H. Kilpatrick, Bertrand Russell, and Alfred N. Whitehead. More recently men like Robert Ulich, Kurt Lewin, Goodwin Watson, and George Counts have come to represent a wide spectrum of educational ideas and beliefs.

The innovations over the decades reveal an ongoing, creative movement. Naturally, there have been many false starts, many futile efforts, and the current has often moved into blind alleys. But the momentum is always forward and positive. Further progress and development will come as the parents of American youth clarify their hopes for each succeeding generation and define more explicitly what they want the schools to do to realize these hopes.

More than ever before young people today are searching for meaning in terms consistent with their untried, unfathomed capacities, their resources, and their generous ideas. Our educational responsibility is to work toward a high school program that is rich in its common elements and constructive in its varied possibilities. And it is youth's irrepressible search for meaning that is the clue to our problem. Our boys and girls want to know what their community is, what it can become, and what they can do to take a real part in it. Today's high school is concerned with developing a broad, diverse program that will help them find real answers to these questions.

See outline, questions, and reading references on page 35.

TODAY'S *Family*— *Tomorrow's* **WORLD**



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ERIC A. JOHNSTON

IT is because the National Congress has been able to keep its objectives and still change with the times that the organization has grown and prospered from its humble beginning in 1897 to its present nation-wide extent. It has grown in prestige, in power, and in influence, until now it is one of the most important bodies of men and women in America. And this growth and development have continued in spite of all the changes that have taken place in the world since 1897. Back in 1897, for instance, there were

no dial telephones, no radio sets to bring us voices and music from long distances, no television, no fluorescent lights. No one had ever heard of such words as *electronics* and *streptomycin*—or of nuclear physics.

Yes, it is a vastly different world that we are living in today. I have sometimes thought that the periods of history are very much like stretches of land. You go for a long time with little change, and then suddenly you come to the water's edge—and beyond lies the great unknown, the open sea. We are in one of those periods of history. Beyond us lies the great unknown, the open sea!

In this changing world of ours the subject of the family has become one of vital concern. We read about it in the magazines; we talk it over on the corner; we discuss it in our social circles and in our clubs. And it is always a very controversial subject. I myself am not an expert on the family. I hold no sociological degrees—only a P.F., “*pater familias*,” which I have won by experience. (I have a wife and two daughters.) Yet even though I am not an expert on the family I assure you no one has a deeper interest in it or

THE world's dependence on family solidarity is no new concept, but it has new implications in this complex age. We have all heard rumors that family life is not what it used to be, and these are doubtless true. But our times are not the old times, and change is inevitable. To preserve the best of the old traditions and adopt the best of the new—that is the task of all parents and teachers.

more profoundly believes that the family is the foundation of life not only in America but in all nations of the world.

Experience has long since proved it impossible for a country to do away with its families and continue national existence. The Russians once thought they could do without the family. The state owned the children, and they could be raised in brooders like so many chickens. Divorce was very simple in the Soviet Union then; you merely wrote a postal card to get one. But now the Soviet Union has completely reversed its stand, and today it is extremely difficult to get a divorce there. Family ties are being strengthened in every way possible, because the government now realizes that the family is the only foundation upon which a strong nation can be built.

What's Wrong with the Family?

AMERICAN life just now is under considerable attack, and we are all being aroused to an acute awareness of adverse influences affecting the modern family. We hear such a great deal about the disintegration of the home that we are becoming concerned about broken and discordant homes—what causes them, and what results from them, and also what we can do to prevent them.

Unfortunately there is no single cause and no pat solution for this problem. Families are as different as the individuals who compose them. Too frequently we blame our family difficulties upon certain scapegoats—bred, so to speak, for the purpose. We say the automobile destroys our family life, taking the children out of the home. Should we, then, discard the automobile? Or we put the blame on American industry, which has crowded great groups of people into small urban areas. But industrial America has increased its output per man hour, and that is the only way to raise the standard of living. The industrial age in America has made the princes' luxuries of yesterday the paupers' necessities of today. What shall we do with our industrial life? Scrap it?

There are those who say that the adverse trends in family life are the direct result of radio serials and comic books. Others say, "It's the

movies." Still others, "It's the newspapers. They print all the scandal about our broken families, thus furthering the destruction of family life."

But surely it is futile to diagnose the disease by these symptoms. Any analysis must take into account the profound effect of two world wars and a disastrous depression. I have sometimes felt that the depression of the early thirties had a greater impact upon the thinking and habits of the American people than any other epoch in America's history. The industrious and thrifty were no more immune from its ravages than were the shiftless and the improvident, and the memory of what happened sears our souls. That depression will probably influence our thinking for two generations to come.

We have indeed gone through some troublesome periods in the last two or three decades. We have been living in a cyclonic era, a swirl of economic, social, and political storms; and we cannot assure ourselves that the storms are all over. But certainly we should try to understand our problems.

Nine Ways Out

WHAT are some of the definite measures we can take to strengthen family ties? As I see it, there are at least nine areas in which we can and must take action:

1. *The economic welfare of the community.* Extend

opportunities for every family to earn an adequate living.

2. *Adequate income and housing.* Housing for safe and healthy family life is a necessity, yet almost every community in America has its slum areas. These slums should be cleaned out. They are hotbeds not only of disease but of mental ill-health and family deterioration.

3. *Home management.* Popularize home management so that each family will get the most out of all its resources. There are many homemaking clubs in rural communities. These should be encouraged, together with their counterparts in the urban areas, for they teach young men and women how to spend correctly the income available to them.

4. *Education.* Promote in every way possible the education of young people for family life.



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Promote better education in general by promoting better schools. This includes adequate pay for teachers and adequate recognition of their work.

5. *Counseling.* Encourage community responsibility for establishing family counseling services. They are badly needed in many communities.

6. *Health.* Support measures to provide families with adequate medical services.

7. *Recreation.* Increase recreational facilities and opportunities directly and indirectly, not forgetting that elderly people need recreation just as much as youth does.

8. *Social welfare.* Promote local community organizations for this purpose. Make use of state and federal assistance to provide basic social welfare services needed by families.

9. *Legal problems.* Widen the use of the court of domestic relations. Unfortunately most states do not have adequately staffed and supported family courts.

Let me say here, more or less parenthetically, that despite all criticisms the motion picture contributes directly to constructive action in two of these areas, education and recreation. How many of you know of the Children's Film Library, whose program is available to all the communities of America? Pictures for young people—*Huckleberry Finn*, *Tom Sawyer*, *Alice in Wonderland*—can be shown on Saturday mornings, if you want them to be shown, in the theaters of your home town. Such movies can help to stimulate interest in good literature.

And in good music, too. Recently José Iturbi played Chopin's "Polonaise" in a motion picture called *A Song To Remember*. In the first six months after this picture was shown, more than a million copies of Chopin's "Polonaise" were sold, although the previous average was only two thousand a year.

Not only does the motion picture provide recreation, but it stimulates the finest education. We all know that films were considered the best of teaching tools during the war by both the Army and the Navy. The motion picture film will never supplant the teacher, but it can supplement the teacher's work and make it more effective.

These Things Can Be Done

SOME say we are already dealing with a disintegrated family life in America. I do not believe it. I believe that we have simply delayed the adaptation of our family life to modern industrial living. And that adaptation is a job for the parent-teacher associations. It will not be easy, but we have learned from the experience of thousands of years that no nation can be strong—spiritually, morally, or socially—without a strong

family life. If we are going to solve the problem, we must approach it with new ideas. We must adapt family life to modern industrial conditions. We must welcome new discoveries, new methods, and new techniques as we welcome the spring after winter.

Above all, we must bear in mind that there is no single cure for our troubles. It is well known that our prisons and reformatories are full of unhappy persons who became delinquent in youth because they felt they were not wanted and not loved by their mothers and their fathers. All young people need affection for the protection of their maturing lives, and without that affection they frequently become antisocial and even vicious. Unhappily if their parents are frightened, insecure, or sick, those parents are not able to give their children the love they need. Even wealth cannot solve the problems of family life!

I have always felt that we have all the resources at hand to build a better, a happier, and a nobler America. We have natural wealth of all kinds. We have machines. We have technical skill. We have man power in abundance. All we need to do is match these with intelligence, human understanding, social consciousness, and moral courage. Perhaps in retrospect we shall see our generation as having the tragic privilege of living in the greatest military crisis since the time of Napoleon, the greatest economic crisis since the time of Adam Smith, and the greatest human crisis since the fall of the Roman Empire.

It is good for our souls to see ourselves in this perspective, as though we were looking through the wrong end of a telescope. In the process we shall discover that if ours is a tragic privilege it is also a magnificent opportunity, the opportunity to mold and direct our national life.

Let us build a sound family organization; let us understand each other and the brotherhood of man, so that we may have more peace between nations and within nations. There was never a time in history when men and geography were thrown together under such favorable circumstances as here and now in the United States of America. Perhaps some kindly providence has wrought this miracle just to see how man's capacity for grandeur is working out.

For man, who is richly endowed with many benefits, can live up to his opportunity, raise his level of judgment and information. Man can build an adequate foundation for family life in America. He can come to a full understanding of the place that each individual has in the family and in the larger life of the world. And if he can do all this, then at long last man will approach the goal he has aspired to for twenty centuries—"On earth peace, good will toward men."

The Sick Child and His Schoolwork



© Page Toles—Black Star

IT CAN be a serious business, this being too ill for school. One child may fret himself weak at the interruption; another may regard his enforced vacation as an unexpected gift from heaven. Either attitude may have troublesome repercussions. In this article the reader will find a sensible approach to a crisis that cannot be left to chance and the child.

MURIEL FARR, R.N.

ILLNESS always presents a problem, both for the person who is ill and for the person who takes care of him. In the case of the school-age child this problem is complicated by the effect of the illness on his scholastic progress. It is not only the simple question of whether, if too much time is lost, promotion will be possible. This is naturally the basic problem, but it has many ramifications that affect the child's emotional and physical health.

Children who do not get along well in school soon learn the pleasant escape afforded by illness, real or imaginary. Children to whom being "head of the class" is the most important thing in life may fret so much at the loss of time that their recovery is retarded. A child who is frequently ill loses touch with his classmates and his lessons alike, and tends to feel "different" and unwanted. Loss of time may be disastrous to classroom adjustment, both in lessons and in social matters. It may even be the beginning of a permanent dislike for school.

Bridging the Home-School Chasm

MANY of these problems can be met during the convalescent period by setting regular study hours and allowing sensible visiting from the other members of the class. The opportunism of the child who might use illness as an escape from

work or an excuse for failure is thus forestalled, and the studious child's convalescence is made easier by the knowledge that he is not falling too far behind.

The child who is frequently ill can be made to feel that he is still a real member of the class when, like the other children, he keeps up with the regular assignments. He may enter into the social activities of the group by acting as class correspondent. He may make scrapbooks for a special project or even help to plan a class dance or play. If he gains recognition through any of these constructive activities he is less likely to call attention to himself by demands for sympathy or privilege.

This is truly a problem for parent-teacher co-operation. Some schools routinely send home assignments to all absentees; others depend on the individual teacher and mother to arrange the matter. Since a teacher has no way of knowing when a child is well enough for homework, it is logical for the mother to make the initial move. The teacher can set the assignments, can advise about the area in which there is the greatest need for study, and can help in outlining methods. But it is the mother who must see that the work is done. She must arrange a routine that does not tire the child, and she must supply the missing discipline and stimulation of the classroom. Both mother and teacher can promote the "good neigh-

bor policy" by encouraging classmates to act as messengers between the home and the school.

Setting Up the Schedule

THE amount of homework is determined first by the child's physical condition and then by his scholastic needs. It is important that each day's assignment be completed. A sick child is easily fatigued and discouraged, and an accumulated daily surplus of uncompleted work can assume gigantic proportions. It is better to start with too little and increase gradually than to be too ambitious and fall short of achievement. The main thing is to let the child feel that he is keeping up with his class yet not push him beyond his strength.

Books for outside reading can often be tackled before the patient's condition allows written work or concentrated study. When permissible, daily visits from his classmates will stimulate his interest in what is going on at school. They may also help materially with the work at home.

More often than not, the nursing is done by the mother in addition to her other household duties. Before she can think of studies, therefore, she must decide on a routine of her own—one that will include the extra work without tiring her or forcing her to neglect the other members of the family. It simplifies things if study hours are set during the time she is within call. When she has tidied up her patient's room and made him ready for the day she can give him his books. Then while she is doing the rest of her upstairs work she can answer his questions, encourage him, and talk over his lessons—all without too much interruption of her regular housework and without making him feel deserted or neglected. This work is usually done, of course, in the morning, which is better from the point of view of the child. He is more interested when he is rested.

An interested child does not feel the need of company every minute. When he has finished his lessons his mother can turn on a favorite radio program, leave games on the bed, or find a well-liked book to amuse him. She can then go on to another part of the house without his resenting her absence. A clock in the sickroom can save a great many steps, she will find. It tells the child how soon lunch will arrive, how long it will be before the rest hour is over, and when his mother will come back upstairs. If she says she will be busy in the laundry for the next hour, he will take pleasure in watching the hands go around.

An after-lunch rest period gives Mother a chance to prepare the dinner or to take a rest herself, and at the same time it refreshes the child for later visits of classmates or relatives.

Getting Back into Harness


WHEN a child is unusually reluctant to return to school after an illness, his physical condition should be carefully rechecked. If the results are negative, the cause should be sought in the school or in the home. A child who has some reason for not wanting to return to school complains of feeling ill when it is time for him to leave in the morning. As soon as this crucial hour is over, however, his health returns and he goes happily about his own affairs, complaining only when school is brought to his mind.

If a child returns to school willingly at first and later complains of illness, the complaint is likely to occur at the same time each day or on the same day each week. A conference between his parents and his teachers may disclose something that is giving him difficulty. Once he has been helped with this problem, his complaints of physical illness will probably disappear.

Many a youngster who does not get a great deal of notice at home because his mother works or because he is a member of a large family is understandably unwilling to give up the extra attention he has had during his illness. He may show this by following his mother around the house when she is at home and by suddenly becoming ill when she goes out. Unlike the child who is having difficulty at school he will not play happily out of his mother's sight. In such cases it is wise to talk with the child, explaining the reasons for the seeming lack of attention, and then make an honest effort to give him a little more time.

Long-term illnesses, such as rheumatic fever, heart ailments, and paralysis, present an entirely different picture that does not fall within the scope of this article. School problems attendant upon illnesses of this sort are usually taken care of by the school board, through the services of the visiting teacher. Short-term illnesses, however—fractures, respiratory infections, operations, and communicable diseases—are chiefly responsible for the disruption of the school year. They cause many failures and often lay the foundation for future personality problems. It is vital that they be properly handled from the time of the child's first absence from school.

IN THIS, one of the worst polio epidemic years yet known, the National Foundation for Infantile Paralysis has given of its funds unstintingly to save lives. Today those funds are nearly exhausted. Send your dimes, dollars and checks now to "Polio," in care of your own post office.



MAN AGAINST FEAR

2. The Child's Encounter with Life

BONARO W. OVERSTREET

MANY a child would chant, if he knew it, the wistful bit of verse that begins "I wish the world had a friendly face." For adults in their wisdom are so unwise! As parents they literally have the power to create their children's world. Yet somehow all too often they fail to satisfy each child's inner need to be sustained and smiled upon while he learns on what terms he can be at peace with the universe in which he is fated to live. An awareness of that need is a substantial help, and fortunately it can, if we take thought, be acquired.

IN HIS novel *The Last Tycoon*, F. Scott Fitzgerald observes, "It is not a slam at *you* when people are rude—it's a slam at the people they've met before." Similarly we might say that most of our fears are not a slam at any present situation but at situations we have met before. They are a slam at situations in which we experienced such hurt to our self-trust that we came out of them with a deep uneasiness and a habit of self-defense rather than of confident outreach.

Specifically we have come to know that most of our adult fears are a report on what we went through emotionally during the first months and years of life—even the first hours of life—when our fate was utterly in somebody else's hands. We cannot consciously remember what happened to us then. No grown man or woman can describe his own experience of birth or what he felt during the formative weeks and months of infancy. Even the years of early childhood are blurred. But what has become gradually evident through the painstaking work of child psychologists and psychiatrists is that we all subconsciously "remember" much that we consciously forget.

Response to the Living Past

NO experience that carries a strong emotional charge because it is somehow tied up with our *awareness of self* and our need for personal significance is ever lost. All such experiences abide in the subconscious, and from there they give orders to us all our lives.

Here is a woman, a wife and mother, whose consuming fear is of growing old, of having her beauty fade. At an age when she should be enjoying the rich fruits of maturity she clings desperately to the role of a girl. Whenever possible she avoids letting people know that she has an eighteen-year-old daughter, and her unrecognized jealousy of this daughter's fresh young loveliness colors all her mother behavior.

Here is another woman, likewise a wife and mother, whose most conspicuous determination is not to let any man, least of all her husband, put anything over on her. Her two growing daughters are constantly warned not to trust any man, for every male is the natural enemy of every female. So grim is this woman's fear of a man's world that she can scarcely let her mild professional husband make even a passing remark without taking strong issue with him or belittling what he says.

Here is a businessman for whom unremitting ruthlessness is the life of trade. The only experience from which he seems to draw even a temporary sense of security and accomplishment is that of putting over a shrewd deal, striking a hard bargain, or breaking a competitor.

We could add many others to the list—a various and unhappy crew. We could add the man who wants his wife to mother him; the person who becomes ill in the face of any new responsibility; the perennial college boy for whom no adult role is ever as vital as the lost role of fraternity brother and football hero; the woman who cannot keep any friend for long because of her strangling possessiveness; the woman who cannot belong to any organization without trying to run it. We could add the father who will not help his son to a college education unless the boy studies to follow in his vocational footsteps; the mother who clings to her children and refuses ever to acknowledge that they are grown up; the person for whom every dark-skinned mortal is sinister; the person for whom the good old days are always the best days.

All these, and a myriad others, belong to the

army of the fearful, the army of those who convert their fear into a multitude of wrong responses to living situations. But each is clearly being rude to life *not* because of what life is presenting at the moment but because of past experiences consciously forgotten and subconsciously remembered. What each does, in brief, is determined not by any "clear and present danger" but by the deep need of his own ego to fortify his position, to prove himself to himself. Each of these persons is still unwittingly occupied with some emotional problem that defeated him in his most vulnerable years—and goes on defeating him by making him do the uncalled-for thing in adult situations.

If, then, we are going to be even moderately wise about the fears that harass us, we must come to some understanding of the child's first encounter with life—with the predica-

come the emotional defeats that are deeply registered in the subconscious.

Helplessness. The small human being is—for weeks, months, and even years—physically helpless to take care of himself, helpless to grasp the meanings of what goes on around him because he has as yet no store of knowledge with which to interpret events and behavior, and helpless to articulate his own feelings and needs. He is, like every other living thing, committed to survival, but there is nothing he can do for himself to secure that survival. In the deepest possible sense, he is at the mercy of others.

Sensitivity. The infant is not only a living organism but a human being. He already contains within himself, in however diffuse a form, all the psychological complex-



© Richard M. Stevens

ment of every newborn infant, every growing child.

In the Clutch of Circumstance

THE infant can best be described, perhaps, in terms of two characteristics, helplessness and sensitivity. Out of the peculiar combination of these two grow the types of fears that we have been talking about; for out of that combination



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ity, all the intricate responsiveness of the species to which he belongs. He feels his environment, emotional as well as physical, long before he can either influence or understand that environment.

We all know, even at the adult level, that one of the most emotionally devastating conditions for a human being is that in which he has great stakes but in which he is entirely dependent upon others—powerless to shape his own destiny, powerless to bring his own hopes one whit closer to realization.

We know this at the adult level, but we are only beginning to realize that *every human being begins life in just this devastating condition*. Every human being has the greatest possible stake, a psychological and physical survival-stake, in the environment that surrounds his infancy. And every human being is, in that environment of infancy, entirely dependent upon others.

Sometimes those others are wise and kind—in a word, mature. Often, however, they are foolish and ignorant; whimsical, clumsy, unstable, irritable, obtuse, ego-centered—in a word, immature. And the child of immature parents is not one

atom less helpless or less sensitive in his responses than is the child of mature parents. The anger or anxiety in a voice, the impatience of a hand, the confusing sequences of indulgence and neglect, of tenderness and roughness—all these record themselves in the child's consciousness as danger. That is, they all move him to such elementary self-defense as he is capable of exhibiting.

As the diffuse consciousness of the newborn infant changes into the ego-awareness of the child, the need to have his personal significance affirmed becomes a driving need. And because the child is still helpless and dependent his only way of assuring himself of his own worth is to win positive rather than negative responses from the people around him. If the responses of these others are so whimsical and arbitrary, so much a reflection of their own changing moods that he never knows what is expected of him; or if the parents upon whom he must depend are so at odds with each other that there is no way for him to be in harmony with both; or if he is made to feel inferior to another child; or if the means of training him to social practices are cruel means—in such cases, he will again be driven to self-defense.

Armor Forged at Birth

THE response that the helpless, sensitive human infant and child makes to his environment will obviously depend upon his equipment for response. That equipment may be thought of as twofold: equipment for meeting threatening situations and equipment for meeting favorable situations. The former, the equipment for meeting danger, we have come to call equipment for "fight and flight." Even the newborn infant has powers of retreat and withdrawal, and it is not long before he acquires a definite power of attack, of hitting out at whatever hurts or angers him.

On the physical level, this is apparent. We can see the child draw away from the pin that pricks or the stove that burns. We can see him smash a toy that won't work or hit out in his small fury at another child who grabs his toy. It is when we try to understand the psychological equipment for "fight and flight" that we begin to realize how complex our human nature is. Here the threatened ego may retreat from unpalatable reality by pushing out of consciousness those problems and experiences that are intolerable affronts to pride and significance—and thus unwittingly pushing them into the subconscious, there to live and work their devastating influence.

Consciously, for example, a boy may "love" a father who constantly makes fun of him and who obviously prefers another, stronger son. That boy has learned that not to "love" a parent involves

both danger and a sense of guilt. But his affronted ego will store up enough fear and hostility in his subconscious to color all his later responses to people in authority and to people with whom he will compete for prestige.

Consciously, again, a child may repudiate all interest in sex, because exhibitions of such interest have involved both danger and a sense of guilt. But the affronted ego will store up enough hostility and fear, where sex is concerned, to make a happy marriage virtually impossible.

Psychological "fight" is also a more complex thing than the naked eye can report. One child may fight for his ego-significance by contrariness, by a negative attitude toward anything that is asked of him. Another may demand attention, making himself always the center of the stage. Yet another may attach himself to a hero, good or bad, whom he follows with blind loyalty. Sometimes even meekness and habitually good behavior can be a form of fight, of winning security and favor, rather than an honest expression of affectionate outreach.

Expanding Souls in an Expanding World

SO much for the primitive human equipment to handle threatening situations. For handling favorable situations the human being also has two powers, powers that are at first mere latencies, incapable of helping him in his initial grappling with reality, but that are capable of well-nigh unlimited development. Margaret Ribble has spoken of these as the strong urges "to love and to learn." These urges, if they are given a chance, will move the individual more and more confidently toward life—toward other people, toward problems, toward creative endeavor, toward reality—and away from self-defensive fantasies and rationalizations.

If they are given a chance. . . . In that phrase lies the drama of human failure or success, happiness or unhappiness. Because these urgencies to love and to learn call for a longer development and more encouragement than do the emergency responses of fight and flight, they may never achieve more than a rudimentary growth. They may be blocked by established fears and hostilities before they can really begin proving their power to create confident happiness.

The child's first encounter with life is the most important encounter with it that he will ever experience. That encounter may well determine whether his lifelong attitudes will be chiefly those of fight and flight, or whether they will become secondary in importance to the outreaching, creative, distinctively human attitudes that go with loving and learning.

What's Happening in Education?



● How can our school sell its reading program to the public? We know it is good. The parents who come to P.T.A. meetings know it and believe in it. But we are under constant suspicion from others who question the value of our "new-fangled" methods.—Mrs. F. H.

SOME complainers about school reading programs can't read very well themselves, and that makes communication difficult. For those who can read, some school boards, notably those of Detroit and Denver, are printing large quantities of leaflets explaining the problem of teaching children to read.

Denver's publication starts off with "When Grandmother Went to School," illustrated with an oil lamp on an old-fashioned table. It recalls that Grandmother had a "reader." She "would bring the reader home and read aloud a story she had read many times in school. Her parents were impressed. 'My! Doesn't Jennie read just fine.'"

Jennie's grandchild, the pamphlet continues, is in first grade, but he has already read *many* books. And it adds, "Yes, Timothy can read—just watch him read his way around: street signs, the number on a bus or his home, stop signs, some billboards, labels, etc."

Then the Denver pamphlet neatly puts part of the reading burden on parents. "What makes a good reader?" it asks. "Trips to the park, the zoo, the museum, around the city. Picnics with friends and family. Reading aloud at home. . . . Adults in his life who are not too busy to answer questions, such as 'What makes the airplane fly? What makes the fish swim? Why does the clock tick?'"

THIS department gives parents and teachers up-to-the-minute information on current educational trends, presented in the form of answers to questions from our readers. The director, William D. Boutwell, educator of broad experience, tells us what is going on in the schools of today and what may be expected in the schools of tomorrow.

Next grandson Timothy's reading progress is traced through the elementary, junior high, and senior high years. The pamphlet concludes with these solid shots in large type and short sentences:

Have we taught our children to read? The answer is NO . . .

If their reading means only recognition of words and sentences and paragraphs.

But the answer is YES . . .

If their behavior and attitudes are improved as a result of their reading.

If they can think.

If they choose books wisely and with taste.

If they admit two or more sides to a question and include them in their reading.

If reading is a part of their living.

If you would like a copy of this excellent pamphlet drop a post card to Kenneth E. Oberholtzer, superintendent of schools, Denver, Colorado, and ask for *There's More to Reading Than Meets the Eye*.

● Where can we find films suitable for our American Education Week program?—L. B. P.

THIS question was answered once before, but I shall answer it again because some excellent new films have appeared recently. One of the very best is new only in the sense that few have seen it in this country.

Julian Bryan of the International Film Foundation made *The School* for the Department of State to show the rest of the world. He shot it in snowy Mount Vernon, Ohio. It begins with the janitor opening up the building in the morning, the arrival of the teacher, the preparations for the day. You see the children trudging to school and the teacher helping the small ones remove their heavy clothes. You see the teaching of reading and other subjects. You feel the friendliness of the teacher. You know that it is good to grow up in the security and love of this school. (United World Films, Castle Division; 21 minutes.)

For a new film that proclaims the value of good school-community relations I suggest *A U.S. Community and Its Citizens*, one of thirty-six films on the geography of the world made under the direction of the famous Louis de Rochemont. (United World Films; 22 minutes.)

Who Will Teach Your Child? comes to us from the National Film Board of Canada. Four different teachers conduct their classes in four different ways, helping the public to understand that there is no one way of teaching well. The film clinches the idea that public recognition of the importance of teachers and teaching can be the determining factor in the quality of education. (McGraw-Hill; 22 minutes.)

Write to the extension division of your state university to find out where these films may be rented locally. Or ask at your public library.

● In our high school parent-teacher association I am a member of a joint committee of teachers and parents who have been asked to work out a program for better nutrition. We parents doubt that many boys and girls select the noon meals that are best for them in the school cafeteria. Then too, some of the youngsters rush off in the morning without a really good breakfast. Is this a problem elsewhere? What do other communities do about it?—MRS. A. F. McC.

YOUR queries recall a remark I overheard at a party where the hostess answered her young daughter's request for strictly grown-up refreshments, saying, "You're not old enough yet, dear." A guest added, "You see, my child, you must build up your health now so that you can tear it down later."

Well, the schools and parents do a great deal of building up during the elementary school years. Those are the years when Mother can say "Junior, eat your cereal," and Junior does. In high school, however, the students begin tearing down the habits built up in their earlier years.

Two studies recently completed by *Scholastic Magazines* among a selected sampling of forty-five thousand high school students illustrate the difficulties. On the day when the young people were questioned, one girl in six ate no breakfast. One in five admitted to eating breakfast in five minutes or less. Sharp differences appeared between the groups who ate lunch at school and those who went home at noon. Soup, salad, and milk dominated the lunches of those who went home, whereas sandwiches, ice cream, and carbonated beverages were favorites of those who stayed at school. Obviously the school lunchroom has a "selling job" to do.

But you are very right in making a joint parent-teacher attack on this problem. You might take a leaf from the book of Wells High School, Chicago, and include students in your planning. There a faculty-student committee, with representatives from the various classes, discussed ways and means of improving eating habits. Menu study became the regular work of the science classes. Every student, reports Virginia F. Matson, prepared a list of what he ate on one day each week and consulted with his classroom teacher about it. Over a period of time a cumulative record of the student's eating habits was compiled.

Poor nutrition can be due as much to lack of money as to poor judgment. You would do well to inquire into that phase. In many schools the P.T.A. has found ways of making sure that no

child shall miss having a hot noon lunch for lack of change in his pocket.

This column will welcome accounts of other nutrition education ideas that work.

● Should slow learners be placed in separate classes, or is it better to include them in classes with the bright and moderately bright?—H. R.

EXPERT opinion is not agreed on the answer to this question. The answer, in fact, must sometimes be found in the personalities of the teachers rather than the characteristics of the pupils. Some teachers feel frustrated when faced with the task of pulling slow learners along the uphill road to knowledge. Others have a deep sympathy and understanding for the ninety-and-ninth.

In general the trend is away from special grouping and toward recognition that every class contains children of widely varied reading abilities, widely varied interests, backgrounds, and so on. These children must live with one another later in life. They might as well begin the process in school.

Last summer I heard a story that suggests what a skillful teacher can do with the slow learner. In her freshman English class this high school teacher had a boy who not only found reading difficult but considered the class a prison to which he was sentenced. The first book to be studied was *Silas Marner*, always a tough nut for students. To make the words come alive the teacher brought some prints showing life at the beginning of the Industrial Revolution. Among the pictures was one of a loom, and she apologized for it, saying, "No picture can actually do justice to a loom, and you ought to see a loom to understand *Silas*. I certainly wish we had a loom."

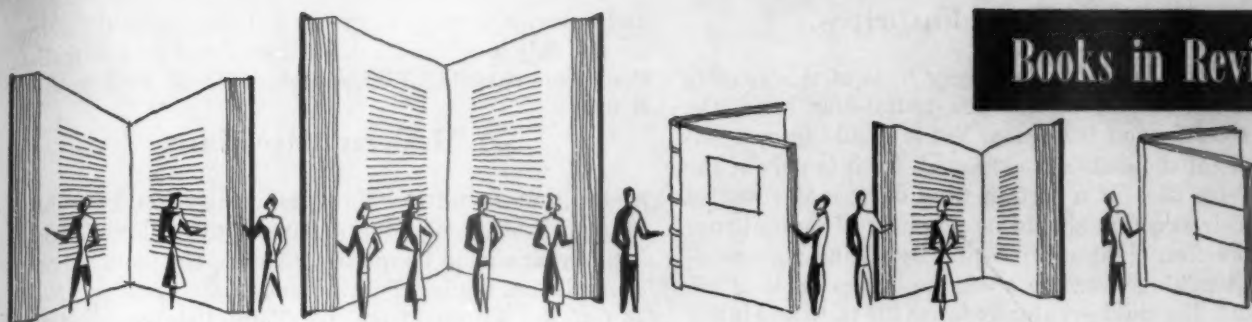
Later she noticed that her print of the loom was missing. She said nothing about it except once more to deplore the absence of a loom. Then one day a set of unsigned blueprint plans for a loom appeared on her desk. She praised them, adding that a loom made to these specifications would certainly be a wonderful addition to the study of *Silas Marner*.

Finally the slow-learning boy walked in with a scale model of a loom so perfect that cloth actually could be woven on it. Everyone gathered around to admire it. The boy's attitude changed completely. He took pride in the fact that he had contributed something that no other member of the class could produce. So excellent was the model that the home economics department requested it and kept it for demonstration purposes.

I have passed swiftly over important details in this story, but the lesson is clear. The patient and ingenious teacher can often discover the slow learner's special ability and weld it into the class program. It isn't easy, but it can sometimes be done.

The epilogue to this tale of the boy who made the loom is that the teacher now buys gasoline at the service station he owns and runs. The annual income of this "slow learner" exceeds hers by several hundreds of dollars!

—WILLIAM D. BOUTWELL



LISTENING TO LITERATURE

LAURA BENÉT

A FAMILIAR scene of many years ago comes before my eyes. The time is evening, after our early tea and our parents' dinner; the place, our living room. Two wicker stools are drawn up to a comfortable chair, and the reader, our mother or our father, begins a story for two children of six and eight—my brother William Rose and myself. This custom was continued, and until we were in our teens Mother and Father read aloud to us, although each of us possessed his and her own books marked with name and date.

Both our parents had fine voices, and the books they read always interested and amused us. Sometimes they selected their favorites among the classics. Often we had a voice in the selection, as in the "continued" stories in the *St. Nicholas*. I distinctly remember that our favorites always possessed vivid action and color. Frances Hodgson Burnett's *Sara Crewe* was more popular than was *Little Lord Fauntleroy*. Mary Louisa Molesworth's *Adventures of a Brownie* was alluring because the brownie was the playfellow of a large family. Another book about a brownie, now considered old-fashioned, was *Lob-Lie-by-the-Fire* by Juliana Horatia Ewing.

Those Remembered Best

MY brother remembers fondly *Fairy Tales from Brentano*, containing that remarkable saga of "Gockel, Hinkel, and Gackelea" and "The Story of Brokerina"; also *The Man Who Married the Moon* (now known as *Pueblo Indian Folk-Stories*) by Charles F. Lummis; and *The Moon Prince and Other Nabobs* by Richard Kendall Munkittrick. For him there was also Frank R. Stockton's inimitable *Ting-a-Ling Tales* and *The Queen's Museum and Other Stories* and the Uncle Remus books and *English Fairy Tales*, a collection out of which he first learned to read "Tom Tit Tot."

The Andrew Lang fairy books

must not be omitted. And as our horizons widened, Howard Pyle's books, especially *Robin Hood* and *The Wonder Clock*, found their place with us, as did Mark Twain's *Adventures of Tom Sawyer* and a little known, delightful conceit of Bret Harte's, *The Queen of the Pirate Isle*, dealing with children of the gold rush days in California.

The old South was re-created for me in Louise Clarke Pyrrnelle's *Diddie, Dumps, and Tot*, a story of three little girls on a plantation. From *St. Nicholas* we culled "Lady Jane" and "Toinette's Philip" by Cecile Viets Jamison, William O. Stoddard's "The White Cave," a story of Australia, and "Jack Ballister's Fortunes." A varied company, all beloved by us, since the leading authors of that day wrote for *St. Nicholas*.

Later our mother began the more pictorial novels of Scott and Dickens and Thackeray, thus awakening our love for those authors. But our father read us *Russian Fairy Tales*, *The Rose and the Ring*, the story of Herr Hippe, the *Wondersmith*, and particular poems and ballads that gratified his own whimsical mind. On our bookshelves stood a thick volume called *The Household Book of English Poetry*, and from earliest days we discovered the steady beat of rhythm and rhyme, martial pieces, plaintive songs, words that stirred the imagination, like



© Eva Luoma

Now tell me all, my Mary,
All, all that ever you know,
For you must have seen the fairies
Down in the Caudon Low.

The haunting lines of "The Lady of Shalott,"

Willows whiten, aspens quiver,
Little breezes dusk and shiver
Thro' the wave that runs forever
By the island in the river
Flowing down to Camelot,

are among the earliest of my poetical memories. That inheritance is a priceless one, because great poetry, read or chanted, is as important to young ears as is great music.

Finding Their Favorites

IT seems to me that there is very little of this reading aloud by parents to children today—far too little, thanks to radio and television. Yet it should form a valuable part of the child's background, for it is part of the fabric of his life. If a certain time daily is devoted to books, their selection should be a matter of mutual confidence between child and parent. By sifting his preferences and talking over the books he brings to us of his own accord, the child eventually forms his taste and is not too much attracted by what is cheap, sensational, and poorly written. Even a comic book may lose ground before an exciting, well-written serial story. What appeals most to a young child is action with a hint of surprise and natural fun. He is more interested in what the characters do and in whether they have a good or a difficult time than in what they say.

Every father and mother soon begin to know what their child's taste in books will be. If that taste runs in one groove, they should make an effort to widen it by introducing books of a different kind. The reading aloud should not consist wholly of fairy tales, stories of gods and heroes, or exciting suspense yarns. There should be a sprinkling of fine poems, an occasional biography, or the deliciousness of Edward Lear's *Nonsense Book* or Lewis Carroll's *Alice in Wonderland*. (Even the classic "Alice" is not always fitting, however. A small girl of my acquaintance was continually in tears because of the mishaps in *Wonderland*.)

I know a boy of seven who was once induced to take his evening bath because his mother read him Thomas Love Peacock's "The War Song of Dinas Vawr." He was delighted with it, but later the same evening he laid Lucy Perkins' *Pioneer Twins* in my lap and begged me to read on about the preparations the twins were making for their trek to the West.

Again, how many parents read the Bible to their young—read it until the children are familiar with its exciting stories, gorgeous poetry, immense drama, and devious and sundry character studies? How many read aloud Shakespeare's plays, a few scenes at a time? Our mother certainly did, and so did Laura E. Richards, author of many successful children's books. Children often derive particular joy from Shakespeare, like the ten-year-old who loves the *Sonnets*, and even the two-and-a-half-year-old who misquotes, "When bicycles hang by the wall."

Of course cheap books will find their way into the fold. They crept into our reading, and our father complained bitterly at one time that we were borrowing "trash" from friends of our own age. But children choose of their own accord, as I did when *Elsie Dinsmore* was loaned to me. A few chapters were hurriedly scanned, and after that I would have no more of it. It was like sticky soothing syrup after ripe fruit. Yet the conduct of a naughty, troublesome child can be made to point a moral as in that rhapsody of Mrs. Ewing's, *Amelia and the Dwarfs*. It never did my brother William any harm to gloat surreptitiously over the Frank Merriwell volumes.

As to tragedy, that element cannot be avoided, but it must enter a story naturally. It may alarm or not, according to the disposition of the child. With many it is far more likely to arouse sympathy and pity than dismay

and terror. Not every story can end happily, and children are not only lovers of truth but sometimes greater realists than their parents. Witness the death of Beth in *Little Women*.

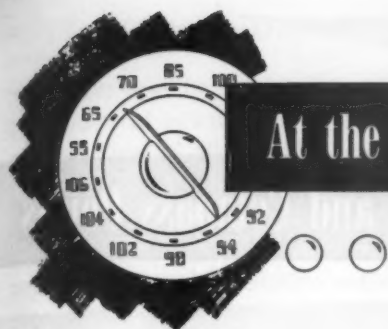
A Modern Miscellany

NOW that favorites of another generation have been mentioned, some of the best among the children's books of this year should be quoted. Among the picture books for small ones are Leo Politi's *Song of the Swallows*; *Susie the Cat*, for kitten lovers, by Tony Palazzo; *Hodie*, a charming book about a black poodle by Katharine and Bernard Garbutt; *What Every Young Rabbit Should Know* by Carol Denison; and a prize one, *Paul, the Hero of the Fire* by Edward Ardizzone, describing a little boy who obtained a job in a circus turning the merry-go-round. *Henry-Fisherman*, with its brilliant pictures, is by Marcia Brown—and a rare book it is. Henry is an American boy whose home is on St. Thomas Island in the Caribbean Sea.

For the benefit of older boys and girls, there is John R. Tunis' *Son of the Valley*; *Movie Shoes* by Noel Streatfeild, describing the screening of a popular children's book; *Bush Holiday* by Stephen Fennimore, a fascinating tale of Australian life in the bush introducing all the native animals; *Rowena Carey* by Ruth Langland Holberg (ages seven to nine), an excellent story of present-day life in a New England village. *Sonny-Boy Sim* by Elizabeth W. Baker is a lovable child of Southern mountaineers. There is *The Bright Design* by Katherine B. Shippen, a book devoted to the many thrilling discoveries in the history of electricity, and *A Summer To Remember* by Erna M. Karolyi. Among biographies, Andrew Jackson's is by Jeanette Covert Nolan, who wrote the thoroughly alive ones of Eugene Field and James Whitcomb Riley; one of Albert Einstein by Catherine Owens Peare; and a fictionalized life of Joan of Arc, *The Bells of Heaven* by Christopher Bick. Also there is *The Bells of Blecker Street* by Valenti Angelo, the story of a group of boys on New York's East Side.

It is not possible that a later generation will be amused, intrigued, and stirred by the same books that moved and held their elders. But in reading to children and endeavoring to develop their taste in books, parents should look for a theme, however simple—"something to chew on," something to be remembered. Furthermore the book should be well written. Then too, it is a foregone conclusion that fantasy will not lure a practical, matter-of-fact child into listening, nor will a highly imaginative child gain anything from stories so realistic and literal that they leave him nothing to dream over. The best is to him who wants the best, and children will soon ferret out the sources of their mind's nourishment. Let a child have the comics to compare with other books—and then perhaps discard them, as one boy of eight did because he said they "bored" him.

Reading aloud one hour an evening to your special child or group of children is little enough time out of your day and theirs—little enough time to give them the joy of opening doors into literature written in the fine English that is their birthright. In a few years more they may prefer to read to themselves. But at least they will have been started on the highroad from which, in days to come, they will follow their own bypaths.



At the Turn of the Dial

THOMAS D. RISHWORTH

National Chairman, Committee on Radio
and Director of Radio House,
University of Texas

PARENTS and teachers throughout the nation will devote special emphasis to the welfare of our schools during American Education Week, November 6 to 12. No element in our society is more important to the future of democracy than is the classroom. Under the guidance of a sympathetic and enthusiastic teacher the classroom can become a model in miniature of civilization as we know it today, and each student can become an active participant in the social structure of his community.

Parent-teacher associations are already planning projects for American Education Week—projects designed to interpret the role of the schools to the general public and to cement those areas in which home and school can cooperate for the welfare of the child. Let me urge every state, council, and local radio chairman to develop broadcasts in the week of November 6-12 as part of a coordinated program involving all P.T.A. members.

Programs and Participants

EVERY classroom is filled with human interest, and this is the warp and woof of any good radio program. In these days of tape recordings and on-the-spot broadcasts your local station manager can be persuaded to assist you if you bring him a carefully developed outline of your proposed broadcast.

I would suggest a series of round-table discussions concerned with the local public school system and its needs, presenting as participants your school superintendent, the president of your parent-teacher association or council, a local business leader, and a classroom teacher. May I emphasize especially the value of including a businessman and a classroom teacher? Too often radio discussions offer as participants only those at the executive and administrative levels in their respective fields. Yet the classroom teacher is the key to the success of any educational endeavor. And the businessman whose taxes support the school is equally important in providing those facilities that guarantee the best in modern education.

Community leaders in your town might also be persuaded to appear on a series of brief radio interviews, using the station announcer as interviewer with questions provided in advance. A program of this type could be effectively done in only five minutes a day during the entire week, or it could be expanded to a fifteen-minute broadcast if time is available.

As we plan these American Education Week broadcasts we should remember that youth too deserves a hearing. In any high school in this country there are students who can speak extemporaneously on the air. Under the direction of a teacher or parent who knows what radio is

about, an impromptu discussion by these students would provide a most stimulating and challenging broadcast. Again I suggest that the young people be allowed to express themselves in their own words, using a prepared outline to guide the discussion.

Every radio listener responds to action on the air—and to the appeal of the immediate. The local radio chairman who has tape recording equipment available can easily develop an on-the-spot broadcast originating in the classroom itself. A fifteen- or thirty-minute program will enable the radio public to hear its schools in action. In every corner of every school in this country, live problems are to be discovered, and their solutions can often be suggested by observing students at work.

A rehearsal of the school orchestra or chorus, a classroom discussion of new books, a roving microphone tour of the manual training room or the chemistry lab, a student assembly, or a meeting of the student self-government organization—all these are excellent materials for an on-the-spot broadcast. If the station manager is willing, lines can be installed to one of your larger schools to permit a program of this type every day in the week.

In some communities station managers will cooperate in observing a special radio day during American Education Week. For that one day only, the entire station will be operated by students, with a student manager, student announcers, and staff members in every department. This idea can also be applied to your city government.

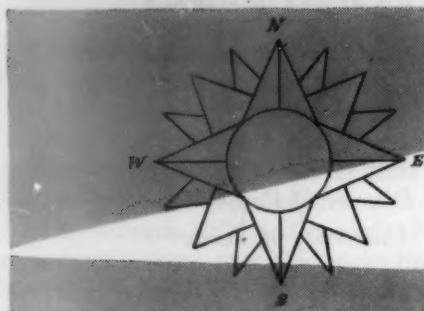
I trust that these suggestions will lead to effective P.T.A. radio programs in every local community, and I hope all state radio chairmen will send me a report of their activities and the results achieved.

A Day and Its Meaning

PARENTS and teachers should also remember an important observance scheduled for this month—worldwide United Nations Day, October 24. On this day the cornerstone of the new United Nations headquarters in New York City will be laid with special ceremonies. All networks are scheduled to broadcast these ceremonies, and it would be well for local radio chairmen to urge their stations to carry one of the network programs.

In connection with the United Nations, too, the National Broadcasting Company has announced a series of significant broadcasts on a coast-to-coast network each Sunday afternoon. Your attention is called to the two final programs of this series on October 9 and 16. From Toronto, Canada, the broadcast of October 9 will be entitled "Nightmare at Noon," based on the crime of race

(Continued on page 40)



Searchlights and Compass Points

Our Nonpartisan Policy

E. B. NORTON

National Chairman, Committee on School Education

ACCORDING to its own Bylaws this mighty organization, the National Congress of Parents and Teachers, with nearly six million paid memberships in thirty-three thousand local units, is nonpartisan in nature and must therefore be free from all political entanglements. Yet it seeks to be effective in our democratic society whose basic tenets of self-government must be both protected and developed constantly in the political arena.

What do we mean by our nonpartisan policy? Does the National Congress of Parents and Teachers attempt to prohibit all political activity on the part of P.T.A. members? On the contrary it encourages every member, as an individual, to accept his full measure of civic responsibility. The revised (1948) edition of the National Congress publication entitled *Guiding Principles for Parent-Teacher Associations* expresses the idea in these words (page 26):

The [National Congress of Parents and Teachers] believes that every member should be an intelligent citizen, exercising the right of suffrage wisely and well, and that the organization should educate its members to make use of this power through the usual channels for political activity, rather than itself become a political machine.

Is it, then, contradictory for an organization to claim to be nonpartisan while at the same time it is urging its members to use their political privileges as citizens? Decidedly not. There is no basic contradiction in the P.T.A. policies. There are political situations involving important issues and fundamental principles that are basic to the achievement of P.T.A. major objectives. The P.T.A. holds fast to definite principles. It seeks to promote these principles in every legitimate way; it seeks to create public sentiment on specific issues to the end that persons elected to public office will seek to meet these issues satisfactorily, regardless of party lines.

Not Party but Principle

DOES the P.T.A., then, have an active interest in politics, which at times may justify certain types of political activity? Well, if you define politics as the science and art of government rather than as a partisan contest to obtain public office, the answer is yes. The National Congress of Parents and Teachers, the several state congresses, and all local P.T.A. units are vitally concerned with many aspects of governmental responsibility for services and programs having to do with the welfare of children and youth. Every P.T.A. unit is pledged to promote the welfare of children and youth in home, school, church, and *community*. To do so comes first in the list of Objects of the organization. And no entity of community life is more important in the achievement of this Object than is government itself.

The third Object set forth in the Bylaws is even more directly to the point in this discussion: "To secure adequate laws for the care and protection of children and youth." Here we must distinguish clearly between principles and political personalities, between partisanship and civic responsibility for promoting the welfare of children and youth. The P.T.A. simply must not and cannot become a partisan political organization, if it ever hopes to achieve its legitimate civic purposes. You see, it expects to hold in active membership as many as possible of all the parents, teachers, and other interested citizens—with their diverse political opinions and their varied party affiliations—in the United States.

In discussing the nonpartisan character of the organization as required in the Bylaws, National Congress publications have repeatedly insisted that a Congress parent-teacher association, in conforming to this nonpartisan policy, "provides a means for coordinating the interests, energies, and leadership of a community in an inclusive program for civic welfare."

Application of the Policy

WHAT, specifically, are some of the restrictions on political activity that are imposed by this accepted policy? First of all, the National Congress and its units will abstain from endorsing any candidate for public office and will not affiliate or in any way be identified with any political organization or partisan movement. Approved civic and legislative activities of all units of the organization must be kept free from political entanglements and must not be involved in any group action regarding candidates or partisan measures. All officers and members, when acting as such (that is, in their capacity as P.T.A. members or representatives), must be governed by the same restrictions that apply to the organizational unit. A P.T.A. officer or committee member who becomes a candidate for any political office should resign from his P.T.A. office.

Have these restrictions handicapped the P.T.A. in the promotion of its child welfare program? Not at all. On the contrary, the strength of the organization and its success in civic affairs may be due in large measure to rigid adherence to this nonpartisan policy. By steering clear of partisanship the National Congress has kept itself worthy of universal respect. Being free from political influences and without selfish or partisan motives, it has fearlessly taken its stand on important issues related to child welfare and the improvement of community life. Acting through almost countless local associations, large and small, with dignity and ever increasing effectiveness, it has in fact been the "means of coordinating the interest, energies, and leadership" of thousands of communities "in an inclusive program for child and civic welfare."

More than four decades of legislative activity have been devoted to the parent-teacher legislative goal embodied in that third Object of the organization: "To secure adequate laws for the care and protection of children and youth." The P.T.A. has kept the public informed regarding outstanding needs, created public opinion, enlisted the support of all possible state and community groups, proposed programs of action, sponsored desirable legislation, worked for the enactment of such legislation, and insisted upon the proper administration of the laws which have been involved. It has never been the policy of the P.T.A. to dodge the issue because of a fear of political implications. On the other hand, it has never been the policy of the P.T.A. to sponsor partisan measures.

Proof in the Record

MANY are the causes for which the organization has done battle throughout the years. A quick review of the notable issues and problems that have received its most active attention along legislative lines will include the following:

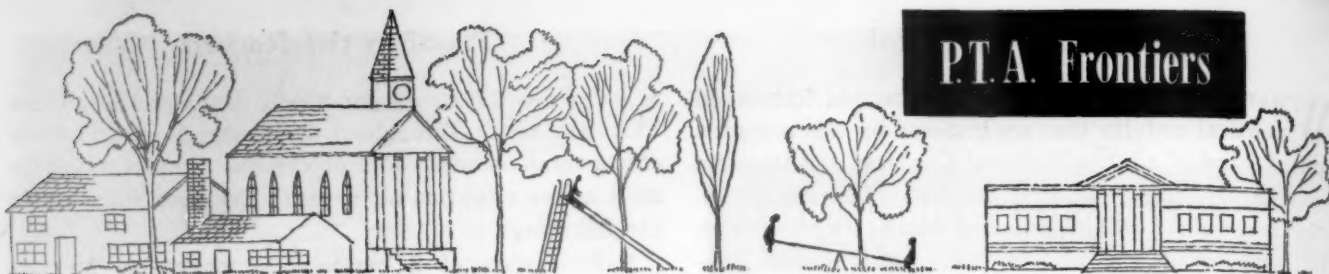
1. Promotion of a nation-wide movement for the establishment of juvenile courts and a probation system suitable to the needs of juvenile law violators.
2. Establishment of mothers' pensions.
3. Widespread establishment of public health departments and especially child hygiene services within such departments.
4. Abolition of undesirable child labor.
5. Establishment of kindergartens.
6. Improved measures for highway safety.
7. Sponsorship and promotion of recreation programs for young and old, but particularly for teen-age youth.
8. Expansion and improvement of library services.
9. Pure food and drug legislation.
10. Supervision of dance halls and road houses.
11. Registration of guests at tourist camps.
12. Care of migratory children.
13. Removal of gambling devices in the neighborhood of schools.
14. Improvement of school facilities and conditions.
15. Raising of standards for teacher certification.
16. Improvement of teachers' salary schedules.
17. Establishment and maintenance of sound state and local systems of school finance to support greater equalization of educational opportunity.
18. Federal aid to the states for public education without federal control of the schools.
19. More adequate provision for the education of Indian children.
20. Improvement of state laws governing the adoption and guardianship of children.

The cause of federal aid to education certainly awaits now the full impact of public opinion that can be generated by an aroused parent-teacher organization. Only such concerted action can make this goal a reality.

What are the pressing needs of *your* community in regard to the problems of children and youth? There should be and probably is an appropriate P.T.A. committee to enlist your services and provide a channel for your constructive efforts in a great organization that exists solely for the welfare of children and youth. It is an organization without bias or selfish interests—a truly *nonpartisan* organization.

A FOURTH factor that is helping Americans to outgrow their political immaturity is the type of voluntary association in which people are asked to think about "the rational organization of social goods" and then to work by nonpartisan political means for the achievement of legislation consonant with these goods. Such organizations, for example, as the League of Women Voters, the Union for Democratic Action, and the National Congress of Parents and Teachers make it their business to help their members come to some mature understanding of both political issues and political methods. The last named of these organizations may not, in the common mind, be rated as "political." But anyone who has studied its legislative program relative to education, health, and world understanding or who has checked up on its influence upon state legislatures must see that it is political in a double sense: it works for specific bills and against others; and it educates its own people to think of political activities in terms of "social goods."

—H. A. OVERSTREET in *The Mature Mind* (New York: Norton, 1949), page 200.



Comics Lose in Popularity Contest

CAN parent-teacher associations sponsor effective programs that will turn the attention of youngsters from the mediocre and trashy comic books to good literature? Our answer is "Yes. We're doing it in Grand Rapids, Michigan!" For some time we had been deeply concerned about the hundreds of worthless, crime-filled comic books the children of our town were feasting upon, while many excellent juvenile books were gathering dust on the shelves at the public library.

It was early last winter that the Grand Rapids Council of Parent-Teacher Associations, in following up the suggestions of the National Congress special action committee, decided to take some definite steps. Accordingly, the council appointed a committee to seek out the best means for making the unsavory comics a less popular diet. Headed by the council's chairman of character and spiritual education, the group was composed of representatives of the schools, the churches, the juvenile division of the city police, the city attorney's office, the public library, and the various parent-teacher units.

At the first meeting we were feeling our way,

groping not only for the best solution to the problem but also for the best methods of attack. We began to see the light, however, when one of the teachers on the committee pointed out that children would be more likely to choose wholesome reading material if they could just be made aware that real adventure and humor were not limited to the cheap pictures and jokes in the comics.

She pointed out further that some groups of school children were already beginning to evaluate books under the leadership of their teachers. These youngsters were trying to find out why the comics were so popular, how the harmful ones could be exposed for what they were, and how young people themselves could help to bring about increased interest in reading a higher type of book.

Accent on the Positive

NONE of us felt that banning the comics was the answer, but we did agree that legal action might be necessary in order to rid the city of the most vicious comics. Certain members of the group were designated to work with the city attorney's office in drawing up a proposed ordinance providing for the establishment of a board of review that would be empowered to recommend removal of the most demoralizing comics from the newsstands.

When we met together again the proposed ordinance was presented to us and approved. So far so good. Yet we were not going to be satisfied with a restrictive program. We wanted to do something positive and constructive. The children's librarian on our committee gave us a clue when she asked whether there wasn't some way to make all the youngsters in town realize how many good books were available. She felt certain that if the children could just glance through a number of worth-while books and then read a few of them, they would become interested in reading more. She generously offered to give us a list of excellent stories for each age group.



The Mad Hatter's teaparty from *Alice in Wonderland* is dramatized by sixth-grade pupils at the Alexander School.

Then the supervisor of the elementary grades spoke up, "Why can't we start a good books program in the schools using these lists? Each week certain classes could be responsible for recommending the five books they like best." That idea really took hold.

How were we to get the book lists circulated? The chairman of our committee was instructed to ask the editor of the daily evening newspaper if he would publish the lists for us. He quickly agreed to print them one day each week for fourteen weeks. And on twelve occasions his paper also carried feature stories with pictures to describe the reading activities of the various groups.

Good Books Win Out

THE youngsters took their responsibility for compiling the book lists very seriously indeed, and they exercised the greatest care in making their choices. For instance, members of the fifth-grade class at the Sigsbee School read fifteen books before deciding on their five favorites. To reach a place on this select list a book had to have humor, plenty of interesting pictures, and an easily readable style with considerable dialogue.

As enthusiasm mounted, the sixth-grade children at the Alexander School decided to dramatize scenes from the books they liked best. They made the costumes, worked out the scripts, and produced parts of the following stories for other classes in the school: *Alice in Wonderland*, *The Wizard of Oz*, *Big Green Umbrella*, *Coldblooded Penguin*, *Mr. Two of Everything*, *Peter Churchmouse*, *Pecos Bill*, *Rootabaga Stories*, and *House at Pooh Corner*.

Some special events were arranged, too. The parent-teacher council scheduled a lecture by Sam Campbell, naturalist and author of books for boys and girls. Nearly six thousand school children heard him and begged us to ask him back next year. They were appreciative, too, when a talented P.T.A. member offered to review books for the youngsters. They all thought she was "great" and eagerly set about reading the stories she had described for them. She also did a fine job of telling parents about these books.

In addition to the good books program in the schools, the P.T.A. council continued its attack on the comics by sponsoring two radio broadcasts. On one of these a group of sixth-grade pupils who had been comparing comics with good books in school shared their findings with the other youngsters of the city. Once again we discovered how effective it is for children to convince children!

The other broadcast outlined our plans and activities and stressed the need for cooperation of local groups. The Junior Bar Association like-



Fifth-graders in the Sigsbee School study possible selections for their list of five favorite books.

wise used one of its half-hour radio round tables to present the need for action against unwholesome comic books in the community.

A Continuing Program

NOW after several months of our program the city library, its branches, and its mobile units have reported the heaviest circulation of juvenile books in their history. Time and again the children were heard to exclaim, "Why didn't someone tell us about these books before?" When the youngsters became so enthusiastic, the parents grew interested, too, and it is a matter of record that more parents have visited the libraries with their children than have ever done so before.

Did I hear someone ask about the proposed city ordinance? It was never passed—for two reasons. First we ran into opposition from the long established group that had charge of recommending movies because we proposed that the movies also come under the jurisdiction of the proposed board of review. For this reason, we did not press the point. Second, when our good books program began working so well, we felt that the ordinance was no longer necessary. The children themselves were already boycotting the worst comics.

We admit that we have not eliminated comics from the picture entirely. We admit that our work is not finished, for such a program may never be fully completed. However, the parent-teacher units, the schools, the libraries, and responsible people in our community have promised their continued cooperation in promoting good books for children. With their assistance, we know that the young people of Grand Rapids will become more and more interested in good reading—and less and less in the poor.

—REVEREND DUANE VORE

For study group leaders and program chairmen

I. PRESCHOOL CHILDREN

Directed by Hunter H. Comly, M.D.

• How Genes Determine Growth. (See page 7 of this issue.)

Pertinent Points for Discussion

1. The author of our article, Dr. Ilg, has described the changing trend of thought about the causes of human adjustment problems. In the past such great medical and social problems as tuberculosis, rheumatic fever, alcoholism, and mental disease were attributed mainly to the influence of heredity, or to genes. How have our ideas been changed by applying the scientific method to the study of such problems?

2. The article points out that the forces determining human behavior can be broadly separated into two kinds—internal (innate) and external (environmental). Are the innate forces necessarily "genetic" (that is, pertaining to the genes)? How may these be changed or modified by external forces?

3. It has been found that certain husbands and wives whose blood belongs to different groups may produce children with damaged nervous systems. This is more likely to happen if the mother has had a blood transfusion at some time in her life, even in her earliest infancy. In such cases which factors are more important, internal or external ones?

4. Why is it dangerous to assume that a child inherits a hot temper from one of his ancestors? What other factors should you take into consideration before deciding that a certain trait is inherited?

5. Dr. Ilg emphasizes the fact that normal growth is an uneven process in which periods of little development are followed by cycles of rapid change. How might the genes be responsible for the "transitional" difficulties of children, especially at the ages mentioned? What might be some of the environmental, or external, causes for these difficulties?

6. Eight-year-old Ted is failing in school and is a bully on the playground. His father never liked school and to this day dislikes reading. What steps could be taken to help Ted with his problems? How might genes, or genetic factors, be influencing the boy's social growth?

7. By observing our children carefully, what clues can we detect that will let us know when they are ready for new responsibilities? What clues tell us that we are perhaps expecting too much of a youngster at any particular stage?

8. What are some of the methods we can use to discover a child's "basic structure" so that we may determine what experiences he is ready to accept—physically, intellectually, and emotionally?

Program Suggestions

SINCE this topic carries with it a whole new train of thinking about the old question of heredity and environment, nature and nurture, it would be wise to invite a well-qualified professional person to take part in this program. A child psychologist or psychiatrist, a pediatrician, a college or university instructor in one of the biological sciences, or any other specialist whose work requires an up-to-date knowledge of this subject would be an invaluable aid. He could perhaps spend ten or fifteen minutes developing one or more of the points in Dr. Ilg's article. Then the group might spend the next half hour discussing the questions listed above, with the specialist serving as consultant and interpreter of knotty points.

Films: Almost any of Dr. Arnold Gesell's films dealing with the child's first five years would be suitable—for example, *Life Begins* (60 minutes; Encyclopaedia Britannica Films, 1150 Wilmette Avenue, Wilmette, Illinois). Another possibility is *Growth: A Study of Johnny and Jimmy* (42 minutes; International Film Bureau, 6 North Michigan Avenue, Chicago 2).

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II. CHILDREN IN ELEMENTARY SCHOOL

Directed by Ralph H. Ojemann and Eva H. Grant

• Bashful or Bold? (See page 4 of this issue.)

Pertinent Points for Discussion

1. Describe briefly the behavior that seems to characterize the bold child. Do the same for the bashful child. Is there any similarity in the responses of both types of children to their environment? If so, what? What are bashfulness and boldness signs of?

2. According to this author, what is the basic cause of all human problems today? Do you agree?

3. Discuss each of the axioms of human development and adjustment considered in this article.

4. What does the author mean when he says "We all of us live for gratification." Analyze the statement in terms of its importance in child guidance.

5. Why are "determined opposition to a phase of growth"

and general overmanagement of "childlike living" such dangerous practices for parents and teachers?

6. List a few of the injustices—in school and at home—that adults inflict upon school-age children, taking these both from the article and from your own experience. What suggestions does Dr. Lane advance for doing away with these injustices?

7. Why, in your opinion, do many teachers find it more difficult to deal with the bold child than with the shy and retiring child? Is this also true of parents? Why do many children who are rejected at home tend toward boldness and other forms of aggressive behavior?

8. What activities can parents provide for a bashful child to help him build up his self-confidence? Consider the value of a summer camp, of overnight visits with favorite relatives,

of membership in such youth-serving organizations as the Boy and Girl Scouts.

9. What can a neighborhood or a community do to give its intermediate children time, space, and opportunity to "act their age" with as much freedom from supervision as possible?

10. List and summarize all the things that make the intermediate years of a child's life such difficult ones (1) from the adult's point of view and (2) from the child's point of view.

Program Suggestions

A PANEL, a symposium, or a round table could be used to advantage with this month's topic. It would of course be most helpful to have a psychologist or a psychiatrist serve in a resource capacity. If the meeting is scheduled for evening and a large attendance is assured, either of the aforementioned persons or any other expert on child development could be asked to start off the group discussion with a short talk on the causes and effects of both extreme forms of behavior, bashfulness and boldness. The discussion itself could center around the remedies that should be supplied by home, school, and community.

Another suggestion for an evening meeting is a panel made up of selected members of the study group and several elementary school teachers. Each panel member could be responsible for discussing one of the pertinent points listed above.

Films: (1) *The Child Explores His World* (15 minutes; Harmon Foundation, 140 Nassau Street, New York 7, New York); and (2) *Meeting Emotional Needs in Childhood* (33 minutes; New York University Film Library, 26 Washington Place, New York 3, New York).

III. ADOLESCENTS

Directed by Sidonie M. Gruenberg

• Are "Fads and Frills" Fundamental? (See page 14 of this issue.)

Pertinent Points for Discussion

1. How has your high school changed in the last twenty-five years? Note statistics on attendance, percentage of graduates going on to college, and similar data. What curriculum changes have been made during this period?

2. Is your high school keeping abreast of social change? If not, in what way does it lag and why? Or is it perhaps too progressive to suit the needs of the children in your community? Does your community tend to encourage its institutions to be progressive?

3. The author points out that high schools have had to assume, in relation to their students, various functions previously exercised by home, community, and working world. What are some of the responsibilities of this nature that your school has taken over? Does the school do too little in this respect? Too much? Should all schools offer sex education? Work experience? What else?

4. It has been said that encouraging young people to participate in the arts is very important. Do you agree? Discuss ways in which a high school, through art courses and other means, can try to achieve this goal. What about the student who says he hates art? Should courses in art appreciation be required of him?

5. As you look back, are you aware of any lack in your own secondary education? What was the most valuable aspect of your high school experience? Do you hope your children will have the same kind of experience? Will similar opportunities be available to them? Or have times and the needs of young people changed since then?

6. As we have seen, high schools differ in their curriculums. Their basic responsibility, however, is everywhere the same: to guide the development of the student as a unique personality and as a contributing member of society. How this embracing task may be accomplished is still under experiment in our schools. Some experiments have been criticized as "fads and frills," others as reactionary. How is your local high school meeting the challenge of youth's search for meaning at this level of their education?

Program Suggestions

OPEN the program with a critical (and that does not imply unfavorable or unfriendly) evaluation of the curriculum and educational philosophy of your high school. How well acquainted are all the members of your study group with the aims and activities of the school? Panel presentations by the principal and certain faculty members, followed by discussion, have been found helpful.

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Lambert, Clara. *Understanding Your Child from 6-12*. New York: Public Affairs Committee, 1948. (Public Affairs Pamphlet No. 144, 20 cents. Order from New York State Committee on Mental Hygiene; address given above.)

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Articles in the National Parent-Teacher:

Allen, Frederick H. "The Roots of Aggression," April 1949, pp. 4-6. Study course outline, p. 36.

Hattwick, LaBerta A. "Little Fidgets Have Big Needs," November 1948, pp. 7-9. Study course outline, p. 34.

Taylor, Katharine Whiteside. "A Life of His Own," April 1948, pp. 19-21. Study course outline, p. 39.

Another interesting program can grow out of a study of opinions. Collect unsigned answers to such questions as (from parents) "What I Want High School To Do for My Child"; (from students) "What I Want High School To Do for Me"; and (from teachers) "What I Want To Accomplish for My Students." Summarize the answers and review them in the light of the high school program. Don't expect this to be a simple task. The National Committee on Research in Secondary Education received 997 different suggestions for urgent problems to study when it was seeking a single common problem to work on.

As preparation for this meeting find out how the curriculum of your high school was developed. Who controls the educational policies of the schools in your community? How well does the school board membership represent your community? What organized groups, including the P.T.A., exert an influence on the schools, and how?

Films: A twenty-five minute film, *Youth in Readiness*, demonstrates the effectiveness of a well-balanced high school curriculum. (Bureau of Visual Instruction, University of Kansas, Lawrence, Kansas.)

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(Note: This study program and bibliography were prepared by the staff of the Child Study Association of America, with special acknowledgment to Margaret Meigs.)



PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON
PARVIS, REPORT CHAIRMAN

JUNIOR MATINEE

(From 8 to 14 years)

Air Hostess—Columbia. Direction, Lew Landers. An entertaining romantic drama that depicts the life and education of students in an air hostess school. The production and acting by a minor-name cast are satisfactory, and the ethical values are good because of the emphasis on the development of courage and conquering of fear. The film should be of especial interest to girls, since the care with which air hostesses are selected and trained is shown in some detail. Cast: Gloria Henry, Ross Ford, Audrey Long, Marjorie Lord.

Adults	14-18	8-14
Good	Excellent	Excellent

Blondie Hits the Jack Pot—Columbia. Direction, Edward Bernds. Another film in the Blondie series, with everybody growing a little older and Dagwood a little more stupid. Good ethics and laughs for the youngsters. Cast: Penny Singleton, Arthur Lake, Larry Sims, Marjorie Kent.

Adults	14-18	8-14
Matter of taste	Yes	Yes

Blue Lagoon—Universal. Direction, Frank Launder. There is romantic enchantment in this British-made film adapted from the novel by H. De Vere Stacpoole. The story concerns a boy and girl who are shipwrecked on an island and grow to young manhood and womanhood over a ten-year period. Photographed in color, the film has much beauty and charm. A battle with an octopus and a violent hurricane furnish plenty of excitement. The ethical values are good, and the picture is a charming adventure to share with children. The superb music of the London Symphony Orchestra alone is reason enough for seeing it. Cast: Jean Simmons, Donald Houston, Noel Purcell, James Hayter.

Adults	14-18	8-14
Delightful	Excellent	Exceptional

Dumbo—A reissue by RKO-Radio. Direction, Walt Disney. This full-length feature is one of Disney's most delightfully whimsical films. The central character, a baby elephant named Dumbo, finds himself shunned by all the circus animals but befriended by Timothy, the mouse, who eventually makes Dumbo a great hero.

Adults	14-18	8-14
Excellent	Excellent	Excellent

Father Was a Fullback—20th Century-Fox. Direction, John M. Stahl. Thoroughly entertaining is this story of a football coach's family that gets into all sorts of complicating situations as a result of living in the limelight. A cleverly developed plot and excellent production make this one of the best humorous pictures of the year. The ethical values are constructive because it is demonstrated that cooperation and understanding make a good family team. Cast: Fred MacMurray, Maureen O'Hara, Billy Lynn, Rudy Vallee.

Adults	14-18	8-14
Excellent	Outstanding	Outstanding

It's a Great Feeling—Warner Brothers. Direction, David Butler. The setting for this light musical comedy is Warner's studio, where many of the company's leading players are introduced, thereby giving variety to an otherwise commonplace film. There are some clever bits of humor, some pleasing songs, and a surprise ending—all of which make for pleasant entertainment. Cast: Dennis Morgan, Doris Day, Jack Carson, and guest stars.

Adults	14-18	8-14
Amusing	Entertaining	Yes

Make Mine Laughs—RKO-Radio. Direction, Richard O. Fleischer. A series of vaudeville acts is tied together by a thread of a story. The theme is "Vaudeville, Where Have You Gone?" Cast: Ray Bolger, Anne Shirley, Dennis Day, Joan Davis, Jack Haley, Leon Errol, Frances Langford, Frankie Carle and his orchestra.

Adults	14-18	8-14
Good vaudeville	Yes	Yes

Saludos Amigos—A reissue by RKO-Radio. Direction, Walt Disney. South American countries are seen through the eyes of Donald Duck in this film. Goofy plays the role of a gaucho, and a very cleverly drawn character, Joe Carioca, becomes the star with personality plus.

Adults	14-18	8-14
Excellent	Excellent	Excellent

Silent Conflict—United Artists. Direction, George Archambaud. A typical western with a hackneyed story, this picture will delight young Hopalong Cassidy followers with its riding, timing, and wild terrain. The adult audience, however, will find



Father and mother have a serious talk with their daughter in the 20th Century-Fox production *Father Was a Fullback*.

it obvious and stilted. Bill Boyd is his usual likable self, and his assistant, California, is natural and good-humored. The rest of the cast is routine. Cast: William Boyd, Andy Clyde, Rand Brooks, Mary Ware.

Adults	14-18	8-14
Fair	Yes	Yes

Task Force—Warner Brothers. Direction, Delmer Daves. A picture based on historical fact that forcefully portrays our Navy's struggle to build its carrier fleet into the mighty team of men, ships, and planes that it is today. With excellent editing, parts of newsreels and scenes of the Naval Academy at Annapolis, Iwo Jima, and other South Pacific battle areas have been woven into a pictorial historical document. The characters are well portrayed, and their actions are in line with the code and ethics of the United States Navy. Cast: Gary Cooper, Jane Wyatt, Wayne Morris, Walter Brennan, Jack Holt.

Adults	14-18	8-14
Worth while	Worth while	Yes

That Midnight Kiss—MGM. Direction, Joe Pasternak. A film that for pure enjoyment is a rare treat. It has a slight story that is difficult to remember because it is completely overshadowed by the singing of two young artists, Mario Lanza and Kathryn Grayson. Their songs range from the operatic and classical to ballads. Amparo and José Iturbi and a symphony orchestra add instrumental numbers to the musical feast. Cast: Kathryn Grayson, José Iturbi, Mario Lanza, Ethel Barrymore, Keenan Wynn.

Adults	14-18	8-14
Delightful	Yes	Yes

Top o' the Morning—Paramount. Direction, David Miller. Delightful entertainment is to be found in this story, which is laid in the Emerald Isle and uses as its focal point the finding of the last Blarney stone. The production values are excellent, the story pleasing, and the romance and songs refreshing. Cast: Bing Crosby, Ann Blyth, Barry Fitzgerald, Hume Cronyn.

Adults	14-18	8-14
Excellent	Excellent	Excellent

FAMILY

(Suitable for children if accompanied by adults)

A Canterbury Tale—Eagle-Lion. Direction, Michael Powell and Emeric Pressburger. This is an interesting but involved drama of an American soldier's experiences in Canterbury. The photography is outstanding, particularly of the interior of the cathedral. The story, told in flashback, has an element of mystery, but it is predominantly a romantic tale of old English culture. As such, it would have value for children if they were accompanied by an adult who could answer the questions that the film will arouse in their inquiring minds. Cast: Eric Portman, Sheila Sim, Sergeant John Sweet, Kim Hunter, Dennis Price.

Adults	14-18	8-14
Good	Good	Good but mature

Come to the Stable—20th Century-Fox. Direction, Henry Koster. Strong emphasis is placed upon the ritual and teachings of the Roman Catholic church in this story of how two innocent, faithful, and determined French nuns succeed in establishing a children's hospital in America in spite of many difficulties. The plot is enlivened by the ingenious methods the sisters devise to raise money. One scheme for moneymaking—betting and winning five hundred dollars on a tennis match—might require interpretation to youngsters lest they infer that a worthy cause justifies the use of any means to obtain money. Cast: Loretta Young, Celeste Holm, Hugh Marlowe, Elsa Lanchester.

Adults	14-18	8-14
Entertaining	Entertaining	Of little interest

The Devil's Henchman—Columbia. Direction, Seymour Friedman. A fairly good mystery story in which an investigator for an insurance company traps the thieves who have stolen a cargo of valuable furs. A good cast of old-timers makes the characters seem authentic in spite of a rather obvious story. Cast: Warner Baxter, Regis Toomey, Mary Beth Hughes, Mike Mazurke.

Adults	14-18	8-14
Fair	Fair	Possibly

Down Dakota Way—Republic. Direction, William Witney. The story of this Roy Rogers western centers around the activities of a not-so-well-known lawbreaker of the West—the un-

scrupulous cattleman who tries to cover up an epidemic of hoof and mouth disease among the herds. Too much gunplay and cold-blooded murder reduce the suitability of the picture for children, although the story does point up effectively what happens to young people who do not heed the advice of their parents. Cast: Roy Rogers, Dale Evans, Pat Brody.

Adults	14-18	8-14
Fair	Good	Questionable

Once More, My Darling—Universal. Direction, Robert Montgomery. A light, frivolous comedy in which a United States Army officer is assigned to track down a jewel thief and his unwitting accomplice, a young debutante. His job is made complicated when the girl falls in love with him and becomes the pursuer instead of the pursued. Excellent characterizations, sophisticated and witty dialogue, and deft direction handle an unconventional situation in a harmlessly amusing manner. Cast: Robert Montgomery, Ann Blyth, Jane Cowl, Lillian Randolph.

Adults	14-18	8-14
Entertaining	Entertaining	Of little interest

Skyliner—Screen Guild. Direction, William Stephens. Espionage and murder on board a skyliner form the plot of this melodrama. Details of human interest from the lives of the passengers lighten the story, and bits of comedy relieve the suspense. Cast: Richard Travis, Pamela Blake, Rochelle Hudson, Steven Geray.

Adults	14-18	8-14
Good mystery	Yes	Too tense

ADULT

Abbott and Costello Meet the Killer, Boris Karloff—Universal. Direction, Charles T. Barton. A fast-paced film that is blended to laugh consistency of three-fourths slapstick and one-fourth mystery, with just enough plot to serve as a background for the antics of Abbott and Costello. Boris Karloff lends his name and usual evil appearance. The direction and continuity are good, and the music contributes much to the mood. Cast: Bud Abbott, Lou Costello, Boris Karloff, Lenore Aubert, Gar Moore, Donna Martell.

Adults	14-18	8-14
Matter of taste	Matter of taste	Not for excitable children

Anna Lucasta—Columbia. Direction, Irving Rapper. An adaptation of a stage play that may hold some interest for students of psychology. It is a distasteful social drama dealing with a family of degenerates. The principal characters are a drunken father with a daughter fixation and the daughter who is a street walker. Cast: Paulette Goddard, William Bishop, John Ireland, Oscar Homolka.

Adults	14-18	8-14
Distasteful	No	No

Barbary Pirates—Columbia. Direction, Lew Landers. Set in a beautifully furnished castle in Tripoli in 1800, this film should have been more entertaining than it is. Too much of the action is filled with torture, and the lighthearted adventure inherent in stories of bold pirates is missing. A major in the United States Army is sent on a secret mission to uncover evidence that will trap those who are interfering with American shipping. The suspense builds up around his activities. Cast: Donald Woods, Trudy Marshall, Lenore Aubert, Stefan Schnabel.

Adults	14-18	8-14
Fair	Fair	No

Black Magic—United Artists. Direction, Gregory Ratoff. This film, adapted from Dumas' *Memoirs of a Physician*, has been given elaborate settings and costumes and an able cast. It is a fantastic but entertaining tale of a hypnotist who plots to use his strange and terrifying power to seize the throne of Marie Antoinette. Filmed in Italy, the background is especially interesting and lends a feeling of authenticity to the story. The ending is in the spectacular style of Orson Welles and would be frightening for younger children. Cast: Orson Welles, Nancy Guild, Akim Tamiroff, Valentine Corlesse.

Adults	14-18	8-14
Interesting	Historically interesting	No

Brimstone—Republic. Direction, Joseph Kane. A shooting match from beginning to end, this exciting western melodrama will please adult horse-opera fans, but the ruthlessness of Old Brimstone Courteen toward his desperado sons and the constant gunfire make the film unsuitable for children and youth. Although the federal marshal triumphs over the bandits in the



Barry Fitzgerald, Ann Blyth, and Bing Crosby play the leading roles in *Top o' the Morning*, a tale of the Emerald Isle.

end, it is disconcerting to find that even the sheriff belongs to the gang. The continuity is good, and the plot is not too involved. The usual spectacular riding across the hills and prairies is beautifully photographed in color. Cast: Rod Cameron, Walter Brennan, Adrian Booth, Jack Holt.

Adults	14-18	8-14
Good of the type	No	No

Easy Living—RKO-Radio. Direction, Jacques Tourneur. Professional football is the background for this drama about a football star who discovers he has heart trouble, and his wife Liza who, in search of her own fame, hinders his career and is unfaithful to him. The action has to do with the team's activities, its travels, and the social whirl in which Liza likes to shine. Normally a football story would interest the teen-agers, but this one has certain aspects that make it undesirable entertainment for anyone but adults. Cast: Victor Mature, Lucille Ball, Elizabeth Scott, Sonny Tufts, Lloyd Nolan.

Adults	14-18	8-14
Entertaining	Possibly	No

Forgotten Women—Monogram. Direction, William Beaudine. A slow-moving drama about several young women who attempt to overcome their frustrations by drinking. While the picture tries to show that no good and frequently much harm can result from overindulgence in alcohol, the plot is so laboriously worked out that its value is lost. Cast: Elyse Knox, Edward Norris, Robert Shayne.

Adults	14-18	8-14
Poor	No	No

The House Across the Street—Warner Brothers. Direction, Richard Bare. A routine story of a fearless newspaper editor's efforts to uncover the evidence that will convict a gang of racketeers. The picture is lightened by a secondary plot that contains an element of romance. There is a welcome absence of the cruelty and violence usually shown in films dealing with gangsters. Cast: Wayne Morris, Janis Paige, Alan Hale, Bruce Bennett.

Adults	14-18	8-14
Fair	Fair	No

I Was a Male War Bride—20th Century-Fox. Direction, Howard Hawks. A fast-moving farce that lapses into slapstick. The direction and casting are excellent; the dialogue and action are boldly risqué; and the pantomime of Cary Grant is hilariously funny. The story is based upon the true experiences of a French officer stationed in postwar Germany who marries his WAC assistant. They find themselves thwarted on all sides when the bride attempts to have her groom admitted into the United States. Cast: Cary Grant, Ann Sheridan, Marian Marshall, Randy Stuart.

Adults	14-18	8-14
Matter of taste	In poor taste	No

Johnny Stool Pigeon—Universal-International. Direction, William Castle. A dramatic presentation of the Bureau of Narcotics in action. Against varied backgrounds of San Francisco, Vancouver, Nogales on the Mexican border, and a dude ranch

in Tucson, the fine acting and well-timed suspense uphold a high level of interest. Although the subject matter is narcotics, emphasis is placed upon the harm done by their use, and the sympathies of the audience are with the Bureau. Cast: Howard Duff, Shelley Winters, Dan Duryea, Anthony Curtis.

Adults	14-18	8-14
Good of the type	Mature	No

Mr. Soft Touch—Columbia. Direction, Henry Levin and Gordon Douglas. Suspense, revenge, and comedy are blended in an interesting but complicated melodrama. It tells the story of a gambler who has a change of heart while hiding out in a settlement house to elude both law-enforcement officers and the gangsters who are trying to recover \$100,000 from him. Comedy lifts this film above the pattern of the usual crime picture, but the shooting makes it unsuitable for children. Cast: Glenn Ford, Evelyn Keyes, John Ireland, Beulah Bondi.

Adults	14-18	8-14
Good of the type	Possibly	No

Not Wanted—Film Classics. Direction, Elmer Clifton. In this tense, depressing drama a young girl without parental love and understanding seeks affection from a roving musician and bears his child out of wedlock. The value of the film lies in the favorable light that is thrown upon the charitable hospitals for unwed mothers and the conscientious efforts of these institutions to find the best foster parents for the babies. The picture is entertaining for those who enjoy a good cry and a happy ending, although this one seems forced and improbable. Cast: Sally Forrest, Keefe Brasselle, Leo Penn, Dorothy Adams.

Adults	14-18	8-14
Good of the type	Emotional	No

Slattery's Hurricane—20th Century-Fox. Direction, André DeToth. The opportunity to make a highly dramatic and entertaining film is completely missed in this picture about the U.S. Weather Bureau Hurricane Warning Service. Climaxed by a realistic hurricane, the story has three plots, which become confused and are never really straightened out. The film is not lifted out of the low moral tone of narcotic smuggling and infidelity since the ending leaves the reformation of the man in doubt. Cast: Linda Darnell, Richard Widmark, Veronica Lake, John Russell.

Adults	14-18	8-14
Interesting in part	No	No

Song of Surrender—Paramount. Direction, Mitchell Leisen. A dreary, semitragic, domestic drama that has as its setting a narrow-minded New England community in the early 1900's. The story itself is trite and pervaded with an atmosphere of nervous strain. On the other hand, Victor Young's musical score is wonderfully effective as a mood builder, and the golden voice of Caruso will certainly evoke any music lover's appreciation. One feels the desire to have the music continue and the film end. The triangle plot is extremely adult and will prove to be boring for any teen-ager. Its social implications are not particularly desirable, but characterization is so very extreme that one tends to overlook them. Cast: Wanda Hendrix, Claude Rains, MacDonald Carey, Andrea King.

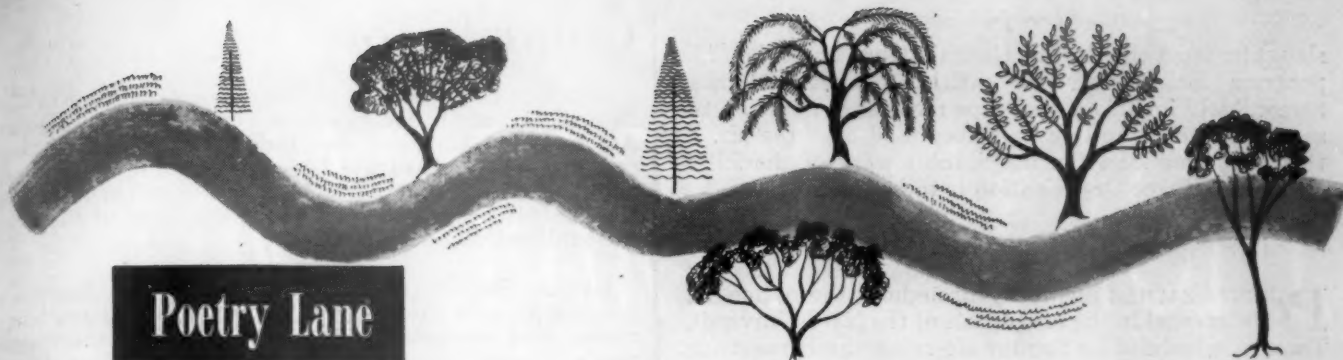
Adults	14-18	8-14
Fair	No	No

Sword in the Desert—Universal. Direction, George Sherman. A thought-provoking drama of the underground activities involved in smuggling shiploads of immigrants into Palestine during the British mandate. The story is presented from the Jewish standpoint, although the British point of view is briefly touched upon. While the picture arouses sympathy for the fine individuals concerned, it does not succeed in its apparent purpose of justifying the overthrow of governments by violence and bloodshed. This well-acted and well-produced film is strong fare, and it affords exciting entertainment. Cast: Dana Andrews, Marta Toren, Stephen McNally, Jeff Chandler.

Adults	14-18	8-14
Good	No	No

White Heat—Warner Brothers. Direction, Raoul Walsh. A capably made melodrama that is brutal and yet often sentimental in its execution. The central character, the gang leader, is a homicidal paranoiac with a mother fixation who is trying to elude both the U.S. Treasury officers and rival mobsters and escape with \$300,000. Those who like gang warfare will enjoy the film. It is decidedly not for young people, as the techniques of committing crime are shown in detail and the action is excessively and spectacularly cruel. Cast: James Cagney, Virginia Mayo, Edmond O'Brien, Margaret Wycherly.

Adults	14-18	8-14
Brutal melodrama	No	No



Poetry Lane

Light Heart

When a heart's light it has rest,
Poised on the slender crest
Of the moment's mountain;
When a heart's light, it cries
For a friend to lift his eyes
To a springing fountain.

A high heart rises, afloat
Like a balloon, a boat,
Far, far beyond all reason;
Doubtful if it return
Again to ache and burn
With sorrow or season.

When the heart's light, a love
Resembling child or dove
Comforts any beggared one;
Stony highways are paved in gold
And happiness is sold
For a halfpenny in the sun.

—LAURA BENÉT

Regular Healthy Routine

If the littlest child is well contused
From falling out of his crib;
If the next is in bed getting over mumps;
And the third has a broken rib;
If the little daughter's cherubic grin
Is minus some teeth below—
Why that, in an average family,
Is the normal way things go!

The children thrive on bumps and germs.
When wellness attacks them all,
Parents enjoy the interlude
And wait for the blow to fall!

Johnny has broken his collarbone?
Jane took an awful spill?
Cuthbert gets out of his cast today?
It's merely run of the mill.

(And Mother and Father, how are they?
Turning the usual shade of gray!)

—VIRGINIA BRASIER

The Homestead Pines

These pine trees are like ancient dames,
Dignified ladies with old-fashioned names—
Kezia, Mazeppa, Elencha, Mary.
Here in our homestead's sanctuary,
Life's storms defied, they calmly sit
Murmuring wind-talk as they knit—
With needles of emerald!—clouds for the sky,
While the reckless centuries roll by;
Repeating over with every breath
The wonderful secrets of life and death.

—MARION DOYLE

Concentration

Brett, intent on cutting out,
Moves his little chin about,
Purses lips and sticks out tongue—
The concentration of the young.

Granny, listening, taps her toe,
Ear against the radio,
Head she nods, and brow she knits—
Concentrates with all her wits.

Brett and Granny, hand in hand,
Mutually understand
Those in early life and late
Are active when they concentrate.

—MYKIA TAYLOR

These Fields

How can I shape the words
Or mold the line,
Or show with simple grace
These fields of mine?

If rocks could speak
Or lilac hedges sing,
Or one swift cardinal
Could curve his wing

To flaming syllables,
They would have cried,
With eloquence, the words
I am denied.

—DOROTHY DE ZOUCHE

slaughter from the time of Genghis Khan to Hitler. The program for October 16, entitled "Eleven Memory Street," will include actual tape recordings made on the scene in Europe and never before used over the air. In this final broadcast the magnificent work of the International Refugee Organization is to be described.

Highly Recommended

PARENT-TEACHER members throughout the nation will be interested in the broadcasts of the NBC University Theatre, scheduled for Sunday afternoons and presenting, with outstanding casts, the most skillful and effective dramatic programs now on the air. Ask your local NBC station about the time of these broadcasts.

In next month's issue this column plans to include a list of recommended programs for children, to be selected with the advice of a special committee of state radio chairmen. We hope to continue these recommendations each month, and we trust that we may have your suggestions and comments when the lists appear.

As we devote ourselves to choosing radio programs for home listening, we should always remember that too much listening detracts from other activities equally important in modern living. I sometimes wonder whether, in the midst of all the noise and busy-ness that surround us, we do not forget the value of contemplation, the pleasure of silence. This may be heresy, but I am convinced that radio stations should consider the possibility of setting aside one or more silent periods during the day. Admittedly this could never be accomplished, and I grant that it is a statement which could only come from an impractical visionary. I am usually practical in my approach to radio, but I believe my readers will agree that too frequently radio is nothing more than words and noise. In these days we need time for contemplation, that we may know ourselves and analyze our relations with others.

A Genuine Need

PRESIDENT Virgil M. Hancher of the State University of Iowa made this statement in his commencement address last June:

The staccato tempo of modern life makes difficult the contemplation necessary for self-knowledge. You have but one life, and a short one, at your disposal. Only in leisure can you savor it to the full. "Be still and know the good" is as modern as tomorrow's television set. You can make it a rule of your life to withdraw each day into quiet and contemplation so that you may put aside the pressing and temporal things and look upon those which come out of the deep places of human experience.

Radio is not only a medium of mass communication; it is a means of establishing contact with individuals. Its responsibility is to serve both the minority and the majority. Radio can well examine its responsibility to those individuals who are searching for significance in a welter of mere facts. Radio can well afford to devote more of its time to the type of contemplation in which we may examine the meaning of human experience.

The parent-teacher association has an important contribution to make in exploring those areas as yet only touched on the surface by radio broadcasting. This is radio in depth. This is radio programming for the child, the parent, and the teacher, by which each of us acquires new experience and attains the ability to weigh experiences one against the other according to their true values.

Contributors

RICHARD BOYD BALLOU is the eminent director of the Ethical Culture Schools in New York City. Educated at Amherst and Harvard, Dr. Ballou began his teaching career at Loomis Institute, later continued it at Harvard, and was until recently professor of education at Smith College. He has also served as deputy head of the educational section of UNESCO.

LAURA BENÉT, a member of one of America's most prominent literary families, is herself a poet, biographer, and novelist. A frequent contributor to this magazine's "Poetry Lane," Miss Benét has also endeared herself to children through such books as *The Boy Shelley*, *Enchanting Jenny Lind*, and *Thackeray of the Great Heart and the Humorous Pen*.

This month A. L. CRABB writes another of his flavorful tales of the Kentucky community he knows and loves so well—Plum Springs. Professor of education at George Peabody College for Teachers since 1927, Dr. Crabb is also editor of the college *Journal*. His historical novels of the South—*Lodging at the Saint Cloud* is the most recent—have won the admiration and affection of discriminating readers throughout the country.

As resident nurse at the Haverford School, Haverford, Pennsylvania, MURIEL FARR, R.N., keeps a solicitous eye on the health of a schoolful of boys, ranging from sixth graders to high school seniors. Before she took that position in 1935, Miss Farr spent two years at the Philadelphia Hospital for Communicable Diseases and carried on postgraduate study in the same field.

FRANCES L. ILG, M.D., noted pediatrician and specialist in child development, is a member of the faculty of the Yale School of Medicine. She received her medical degree from Cornell University and interned at hospitals in Boston and New York. In collaboration with Dr. Arnold Gesell, she has written many helpful and authoritative books on child growth. Their classic *Infant and Child in the Culture of Today* is indispensable to the modern parent.

One of this country's best known citizens is ERIC A. JOHNSTON, successful businessman, president of the Motion Picture Association of America, and world traveler extraordinary. He has also been director and four times president of the Chamber of Commerce of the United States. An unusually able speaker, Mr. Johnston is author of the recent book *We're All in It*.

HOWARD A. LANE, professor of education at New York University, has done much to create a vigorous public opinion in favor of the soundest educational practice. He has been especially interested in juvenile delinquency and was for two years consultant on youth problems for the Detroit Police Department. A pamphlet by Dr. Lane, *Shall Children, Too, Be Free?* will soon be published by the Anti-Defamation League.

BONARO W. OVERSTREET's series of articles entitled "Man Against Fear," now appearing in this magazine, will form the basis for a forthcoming book. Friends of the Overstreets—and they are legion—will want to read Harry A. Overstreet's *The Mature Mind*, a September Book-of-the-Month Club selection and one of the most important books of our time.

The article by Eric A. Johnston is condensed from an address given at the annual convention of the National Congress of Parents and Teachers last May. This month's "P.T.A. Frontier" was prepared by the Reverend Duane Vore, chairman, committee on comic books, Grand Rapids Council of Parent-Teacher Associations, Grand Rapids, Michigan, and Mrs. E. L. Church, president, Michigan Congress.